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ABSTRACT

The views of Colorado citizens on a wide variety of issues about higher education in the state were surveyed. A questionnaire was mailed to 3,939 persons 18 years of age or older who were chosen from driver's license lists. From the 1,816 usable responses, information was obtained on respondent background characteristics and the following nine issues: (1) how important to Colorado residents is higher education; (2) what do Colorado residents expect from institutions of higher education; (3) how well is higher education doing; (4) what categories of students should be assisted in attending college; (5) how and at what levels should higher education be financed; (6) what are acceptable alternatives for dealing with changes in the size of student populations at Colorado institutions; (7) where does higher education rank when compared with other state priorities; (8) how should faculty performance be evaluated; and (9) how much should faculty be paid? For each questionnaire item concerning higher education, the overall frequency distribution is examined along with any significant differences related to the respondents' demographic characteristics (sex, age, race, level of education, geographic location, occupation, and income). It was found in general that Colorado citizens: (1) have a favorable attitude toward higher education; (2) support a broad definition of the mission of higher education; (3) favor state funding of higher education; (4) feel that faculty members' performance should be evaluated on the basis of teaching, research, and service to community and government, in that order; and (5) support salaries for faculty members at levels similar to those at colleges and universities in other states as well as the level comparable to private industry. A sample questionnaire and bibliography are appended. (SW)

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Higher Education in Colorado

The Citizens' Viewpoint

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The Results Of
A State-Wide Survey Of
Colorado Residents

The Department of Sociology
Colorado State University
Fort Collins, Colorado 80523

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HIGHER EDUCATION IN COLORADO:
THE CITIZENS' VIEWPOINT

The results of a state-wide survey of Colorado
residents on Higher Education in the state

by

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November 1980

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John R. Brouillette
David L. Rogers

Fort Collins, Colorado
October 1980

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CHAPTER I

INTRODUCTION

Many issues face higher education as we enter the decade of the 80's--fluctuating enrollments, changing demographic characteristics of students, the increasing cost of education, the changing mission of colleges and universities, and the evaluation of faculty performance, to mention a few. For decision-makers at every level who must deal with the nation's 3,000-plus colleges and universities, these issues are especially acute.

Student enrollment in the nation's colleges and universities has increased by over three million since 1970. Now, the Carnegie Council on Policy Studies in Higher Education predicts a five to fifteen percent drop in the next two decades.[1] Census Bureau figures show the number of 18 to 24 year olds will decrease 23 percent by 1997. The Council feels, however, that the predicted

> "drop will be cushioned by increasing college enrollments of adults, women and minorities, and a lowering of the 40 percent college dropout rate.
>
> . . . .
>
> By the year 2000, the Council said, there will be more women than men, as many people over 21 as 21 and under, nearly as many part-time as full-time attendees and one-quarter of all students will be minorities."[2]

Fluctuating enrollments, especially a declining student population at many schools, together with the changing composition of student bodies is now and will continue to pose problems for all levels of government, for college and university governing bodies, and for educators.

The increasing cost of education is another issue which faces educators. The College Scholarship Service reported that the 1980-81 academic year tuition will average $706 for in-state residents at public schools and $3,279 at private institutions.[3] This is up four percent over last year for public institutions and ten percent for private schools. At the same time, financial aid is becoming increasingly difficult to obtain for many students even though they qualify for aid.

Another issue has to do with the mission of higher education. Should it exist to provide a scholarly education, occupational preparation, research, or service to community and to local, state, and federal governments? The changing characteristics of students will certainly have a bearing on the mission of higher education. It has been called on by many different sectors of our society to be different things for different people. How many different groups can higher education satisfy? And how? These are issues that will become increasingly pressing in the next few years.

Still another issue pertains to the manner in which higher education is to be evaluated. The answer to this question has important implications for how colleges and universities are funded and how its personnel are rewarded.

A large number of issues pertaining to higher education face Colorado's citizen/taxpayers, the legislature, and college and university governing boards and administrators. The state is faced with many of the same issues that confront colleges and universities across the nation--fluctuating enrollments (especially declining enrollments at some smaller colleges), changing student characteristics (older, part-time, more women and minorities), pressures for changing and/or modifying the mission of higher education, and improving evaluation of university personnel.

Fortunately for Colorado, the same kinds of overall decline in number of college students found in many other parts of the country are not anticipated. In fact, the Carnegie Council expects a 10 percent growth in number of students in the Southwest and West by 1997.[4] In the fall of 1979, 156,000 students were enrolled in colleges and universities in the state, and this number has been increasing yearly.

Those who are responsible for making decisions about these and many other issues receive facts and information in a variety of ways. One of the types of information frequently unavailable to decision-makers, however, is the preferences, feelings, and evaluations of a large number of citizens gathered systematically in a comprehensive manner. This is the purpose of the current study. To our knowledge no such study has ever been conducted in Colorado, and we found only one in the entire country which was similar to ours.[5]

The results of the study should be useful to administrative and legislative decision-makers and to Colorado residents. The results of the study should be viewed by decision-makers not as a mandate of what should be done but rather as an additional piece of important information which should be taken into account with other sources of information when making policy decisions affecting higher education in the state.

We hope the results will also be of interest to Colorado residents by allowing them to see how other citizens feel as well as to generate thought and discussion about important issues facing them.

To this end, we asked a large sample of Colorado residents to respond to nine issues regarding their feelings and evaluations about higher education in their state:

1. How important to Colorado residents is higher education?
2. What do Colorado residents expect from institutions of higher education?
3. How well is higher education doing?
4. What categories of students should be assisted in attending institutions of higher education?
5. How and at what levels should higher education be financed?
6. What are acceptable alternatives for dealing with changes in the size of student populations at Colorado institutions?
7. Where does higher education rank when compared with other state priorities?
8. How should faculty performance be evaluated?
9. How much should faculty be paid?

NOTES AND REFERENCES

[1] "Study Predicts 'Golden Age' as College Enrollment Drops," Rocky Mountain News, January 24, 1980.

[2] Ibid.

[3] "Average Private-College Tuition Hits $3,279, Up 10 Pct. in Year," The Chronicle of Higher Education, July 21, 1980, p. 1.

[4] Rocky Mountain News, January 24, 1980.

[5] Thomas G. Owings, Alabama Citizens on Postsecondary Education: Survey '76 (University, Alabama: Institute of Higher Education Research and Services, University of Alabama, 1977).

We got the idea for the present study from the Alabama survey. Owings was unable to find any studies similar in its focus and comprehensiveness to the one he conducted. The Gallup poll has undertaken an annual survey of public attitudes toward education in the United States for over a decade. But the survey is limited to questions about K-12, not higher education.

Owings found that most surveys previously undertaken on higher education are much narrower in scope than the present one. With the exception of Owing's study on higher education in Alabama, we found no other study similar to the present one we have undertaken in Colorado.

CHAPTER II

RESEARCH DESIGN

SAMPLING TECHNIQUES

In our attempt to ascertain the views of Colorado citizens on a wide variety of issues about higher education in the state, we considered several sampling frames--voter registration lists, telephone directories, automobile registrations, and licensed drivers lists. The sampling frame chosen was the list of all current Colorado residents who obtained their driver's licenses in the state. Driver's license lists have advantages over other sampling frames in that they contain the names and addresses of individuals and are not subject to many of the socio-economic biases of other sampling frames.[1] The sampling frame contained 93.9 percent of Colorado's total population age 18 and above.

Names of driver's license holders are listed by "Hearing Districts." The state is divided into 15 hearing districts on the basis of a geographical area. Residents in a given area go to a designated city in their district for traffic violation hearings. These districts correspond somewhat with state planning areas; however, convenience of travel rather than economic similarities was the prime factor in drawing boundaries.

Using a stratified random sample based on hearing districts, we drew the names of 4,000 persons 18 years of age and older. This sample size was chosen because of previous return rates experienced by other researchers using Dillman's total design method,[2] and because it would produce a sufficient number of returns so that we would be able to generalize the findings both to substate areas as well as to the total population of the state.

Of the 4,000 names initially drawn, 61 were dropped from the sample because of duplicate names, more than one name being drawn from the same address, bad address, and the like. The final sample attempted was 3,939.

INSTRUMENT

A mailed questionnaire was used to ascertain citizen responses on a variety of issues. See Appendix B for a copy of the questionnaire. This method of data collection was deemed more appropriate than either the in-depth face-to-face interview or the telephone survey given the large number of cases, dollar cost, and time involved.

PROCEDURE

A committee to advise the project was established. It was composed of a senator from the state legislature, a member of the State Board of Agriculture, a bank president, a Chamber of Commerce officer, and two representing Colorado State University administration. The purpose of the advisory committee was to provide suggestions for issues to be investigated, to review the questionnaire in its final form, and to suggest appropriate statistical analyses of the survey results.

A first draft of the questionnaire was pretested on several groups outside the university setting to obtain comments from persons of varying ages, race, and socio-economic status.

The final questionnaire and cover letter (See Appendices A and B) were mailed to Colorado residents on the last day of 1979. A reminder/thank-you post card was sent to all respondents a week later. A second mailing of the questionnaire and a cover letter were sent about three weeks later to those who did not respond to the first mailing. See Appendix C for a copy of the post card and Appendix D for the second cover letter.

RESPONSE RATE

Of the 3,939 questionnaires mailed, 3,157 were delivered by the U. S. Postal Service. Of the latter, 1,816 usable responses were received by March 15, 1980, yielding a response rate of 57.5 percent of those actually contacted. This is the number of responses that are analyzed in the present report. Figure 1 summarizes the sample return rate:

FIGURE 1

SAMPLE RESPONSE RATE

QUESTIONNAIRES MAILED	3,939
QUESTIONNAIRES DELIVERED	3,157
USABLE RETURNS	1,816
Percent of Total Sample	46.1%
Percent of Valid Addresses	57.5%

SAMPLE REPRESENTATIVENESS

A large number of questions were asked of respondents about their background characteristics. Of these, seven were chosen to help reflect the representativeness of the sample. The seven are sex, age, race, level of education, geographical location, occupation, and income. To determine the representativeness of our sample, we compared the percentages of the seven demographic factors listed above with 1970 census data.

Although these data permit a "ball park" comparison between the sample and the population of Colorado, there are several possible reasons for expecting a less than perfect correlation. First, the population for the present study is all drivers 18 years old and over who received their licenses in Colorado, not all Colorado residents 18 years old and over. Data on population characteristics, when they are available, are on Colorado residents and are not limited to those who received their driver's licenses in Colorado. Differences between these populations should be expected.

Second, the population and sample in the present study are limited to adults, 18 years of age and above, whereas the census figures are usually from 16 years of age and older. Whenever possible, we adjusted census data to make them comparable with sample categories.

A third possible reason for discrepancies between the sample and the population relates to the time period in which population data were gathered. The most comprehensive data collected are found in the 1970 U. S. Census. That was ten years ago, and many of the population characteristics have changed over that period of time. Whenever possible, we will present the most current population projections. It is unfortunate that we are not able to await the results of the 1980 census.

In spite of the differences between the population characteristics used in the current study and those of the entire population of the state, the age range, and somewhat dated information, comparisons do provide some indication of how our sample differs from the Colorado population.

These comparisons, combined with analysis of seven demographic factors, should help the reader evaluate the extent to which one can generalize the results to the entire adult population of Colorado.

Sex

In 1980, it is projected that males comprised 49.6 percent of the population of Colorado compared to 51.4 percent for females. Of the 1816 respondents in the present study 47.4 percent are males, 52.6 percent females.

	1980 SURVEY (Percent)	1970 CENSUS[3] (Percent)	1980 PROJECTION[4] (Percent)
Males	47.4	49.3	49.6
Females	52.6	51.7	51.4

Age

The mean age for the sample was almost identical to that projected for the entire population, 41.8 and 41.9 years of age, respectively. As can be seen from the figures presented below, the survey sample was under-represented among those 18 to 24 years old.

	1980 SURVEY (Percent)	1970 CENSUS (Percent)	1980 PROJECTTION[5] (Percent)
18 - 24 years	9.5	20.4	20.0
25 - 39 years	40.3	29.1	33.6
40 - 59 years	35.5	31.8	28.1
60 years and above	14.8	18.6	18.2

Race

Respondents were placed into one of four categories: White, not Hispanic, Hispanic, Black, and Other. "Other" refers to American Indian or Alaskan native and Asian or Pacific Islander. Because of the low percentage of "Blacks" and "Others" who responded to our questionnaire (refer to the following figure), they were dropped from our comparison of racial groups, leaving a comparison between Whites, not Hispanic,[6] and Hispanics. In 1976, Hispanics were estimated to comprise about 11 percent of the population in Colorado, but they represent only 4.5 percent in the sample. An analysis revealed that 6.9 percent in the sampling frame had Spanish names. This suggests an under-representation of Spanish names among Colorado drivers. The response rate among Hispanics was also lower, which produced the low representation figure. Whites, on the other hand, are overrepresented in the sample.

	1980 SURVEY (Percent)	1970 CENSUS (Percent)	1976[7] ESTIMATE (Percent)
White, not Hispanic	92.5	82.8	84.7
Hispanic	4.5	12.9	11.0
Black	1.5	3.0	3.5
Other	1.2	1.3	.8

Education

Respondents were asked about their highest level of education completed. The data show that those having at least a college degree are overrepresented in our study--31.7 percent compared to a 1976 estimate of 19.3 percent. Likewise, our sample is underrepresentative of those with less education. Only nine percent of the survey respondents had less than a high school degree compared to 22 percent in the 1976 estimate.

These response rates are consistent with previous survey efforts. Persons with lower levels of formal education are less likely to respond to mailed questionnaires than are those with more education.[8]

	1980 SURVEY (Percent)	1970 CENSUS (Percent)	1976[9] ESTIMATE (Percent)
0-8 years	2.6	20.1	10.0
9-12 years	6.4	16.1	12.0
High School Graduate	21.5	34.3	36.8
Some College	37.7	14.6	22.0
College Graduate	15.1	8.5	19.3
Graduate School	16.6	6.4	

Location

Colorado residents were asked where they presently live. The choices included: on a Farm or Ranch, Rural but not a Farm, Small Town (under 2,500), Town (2,500-10,000), Small City (10,000-50,000), City (50,000-100,000), and Metropolis (over 100,000). We are unable to find any good population estimates by location later than the 1970 census.

	1980 SURVEY (Percent)	1970 CENSUS (Percent)
Farm or Ranch	12.0	15.6
Rural Non-farm	12.9	3.5
Small Town	9.1	5.9
Town	7.7	9.4
Small City	12.8	21.0
City	16.2	15.1
Metropolis	29.3	29.4

Occupation

Respondents were asked to list their usual occupation when employed (or before retirement) by "Title," or "Kind of Work," and "Company or Business." Using a modified version of the 1960 census occupational classification,[10] persons were placed into one of the following categories: 1) Farmers and Ranchers, 2) Laborers, 3) Service Workers, including private household workers, 4) Operatives and Kindred Workers, 5) Craftsmen, Foremen, and Kindred Workers, 7) Managers, Officials, and Proprietors, and 8) Professional, Technical, and Kindred Workers.

Compared to the 1976 estimate, our sample is most overrepresented among Professionals and Technical Workers and most underrepresented among Service Workers and Operatives.

	1980 SURVEY (Percent)	1970 CENSUS (Percent)	1976[11] ESTIMATE (Percent)
Farmer/Rancher	8.7	2.3	2.9
Laborer	2.8	5.5	5.1
Service	5.6	13.9	13.5
Operative	3.8	11.9	10.6
Craftsman/Foreman	9.2	12.5	12.4
Clerical/Sales	25.4	26.3	26.3
Manager/Proprietor	14.3	9.6	12.3
Professional/Technical	30.2	18.0	17.2

Income

People were asked to indicate their total family income before taxes in 1979. Incomes for the sample were compared to 1970 Census information which had been inflated by the Consumer Price Index (CPI). Although there are some differences between categories, the survey respondents appear to represent the population of the state quite closely. For example, although 14.2 percent of the survey respondents compared to only 5.1 percent of the population had family incomes of $30,000 to $40,000, the percentages were not nearly as divergent when comparing the two groups earning $30,000 and above -- 24.4 percent among members of the survey sample compared to Consumer Price Index estimates of 19.7 percent.

	1980 SURVEY (Percent)	1970 CENSUS (Percent)	1970[12] CPI EST. (Percent)
Less than $10,000	17.0	53.0	19.0
$10,000-$19,999	29.7	34.9	34.0
$20,000-$29,999	28.7	8.9	27.1
$30,000-$39,999	14.2	1.4	5.1
$40,000 and above	10.2	2.0	14.6

INTERPRETATION OF FINDINGS

Appropriate statistical tests will be used to determine if a significant relationship exists between the selected background characteristics and responses to questions. We define as significant, and therefore worthy of reporting, all those results which have a proportional reduction in error (PRE) of ± .15 or greater. The PRE-score is the percentage of reduction in error in the dependent variable (i.e., attitudes toward higher education) that has been accounted for by using a demographic variable as predictor. For example, a PRE-score of -.29330 in Table 1 indicates that the error in predicting who feels that "college education is important for today's youth" has been reduced by more than 29 percent when one uses race to predict how people will answer the question. Refer to the Statistical Note at the end of the chapter for a discussion of the specific statistical tests to be utilized in the study.

NOTES AND REFERENCES

[1] See Paul D. Warner, et. al., "Driver's License Lists as a Sampling Frame." Public Data Use, No. 5, Sept. 1977, pp. 3-10.

[2] Don A. Dillman, Mail and Telephone Surveys: The Total Design Method (N.Y.: John Wiley and Sons, 1978), pp. 20-38.

[3] U.S. Bureau of the Census, Characteristics of the Population: Colorado-1970, Volumn 1, Part 7 (Washington, D.C.: Government Printing Office, 1973), p. 43.

[4] U.S. Bureau of the Census, "Illustrative Projections of State Populations by Age, Race, Sex: 1975-2000," Current Population Reports (Washington, D.C.: Government Printing Office, 1979), pp. 8, 10, 36.

[5] Ibid.

[6] Hereafter, "White, Not Hispanic" will be referred to as "White."

[7] U.S. Bureau of the Census, "Demographic, Social, and Economics Profile of States: Spring, 1976," Population Characteristics: Current Population Reports (Washington, D.C.: Government Printing Office, 1979), pp. 10, 16, 19.

[8] Dillman, Mail and Telephone Surveys, p. 53.

[9] U.S. Bureau of the Census, "Demographic, Social, and Economic Profile of States: Spring, 1976."

[10] U.S. Bureau of the Census, 1960 Census of Population, Alphabetical Index of Occupations and Industries (Washington, D.C.: U.S. Government Printing Office, 1969).

[11] U.S. Bureau of the Census, "Demographic, Social, and Economic Profile of States: Spring, 1976."

[12] U.S. Department of Labor, BLS Series for Use in Escalation Clauses, Regional Report 51 (Washington, D.D.: Government Printing Office, 1979).

STATISTICAL NOTE

The following shows the statistical test which will be used for various levels of data. It should be noted that Lambda is not an appropriate test when its value equals zero. When that situation occurs, Goodman-Kruskal's Tau will be used.

We can derive a PRE-score from each of the statistical tests. The PRE-score differs somewhat from the familiar Pearsonian Product-Moment Correlation (r) in that the latter must be squared before it is interpretable. An r of .40 ($r^2 = .16$) would be similar to a PRE-score of .16.

STATISTICAL TESTS TO BE USED WITH DIFFERENT LEVELS OF DATA

LEVEL OF DATA INDEPENDENT VARIABLE	DEPENDENT VARIABLE	STATISTICAL TEST
ORDINAL	ORDINAL	GAMMA
ORDINAL	NOMINAL	LAMBDA*
NOMINAL	ORDINAL	FREEMAN'S THETA
NOMINAL	NOMINAL	LAMBDA*

*Where Lambda = 0, Goodman-Kruskal's Tau will be used.

CHAPTER III

IMPORTANCE, EXPECTATIONS, AND EVALUATION OF HIGHER EDUCATION

The analysis of data will be presented in the next two chapters. Chapter III will present findings pertaining to (1) the importance of education, (2) evaluation of higher education, (3) expectations of higher education, (4) criteria for evaluating faculty performance, and (5) a comparison of higher education to other state priorities. Chapter IV will be concerned with financial issues which affect and are affected by higher education.

Data will be presented in the following manner: For each question asked of the respondents, we will discuss the overall frequency distribution as well as any significant differences obtained when the data were broken down by respondents' demographic characteristics. A separate table will be presented reflecting respondents' answers to each question. A frequency distribution entitled "TOTAL PERCENTAGES" is presented at the top of each table. This is followed by a cross-tabulation of responses by seven demographic factors.

IMPORTANCE OF HIGHER EDUCATION

Colorado residents were asked to respond to six general questions about their perceived importance of a college education for today's youth, themselves, and their children. A tabular presentation and summary of significant findings will be presented for each question.

Table 1: Importance for Today's Youth

Over four-fifths of those sampled (82.0%) agree that "a college education is important for today's youth." There were, however, some differences with regard to race. A larger percentage of Hispanics (95.5%) agree with this statement than do whites (81.3%).

Table 2: Importance for Their Children

When asked if "a college education has been or will be important for my children," three-quarters agree that it either has been or will be. This view is held by respondents across all demographic categories.

Table 3: Importance for Themselves

Just over 60 percent (60.8%) feel that "a college education has been or will be important for myself." There were differences, however, among all demographic categories except sex and income. First, there were differences with respect to age. Younger persons are much more likely to feel that a college education has been or will be important for themselves. Among those under 25 years old, almost three-fourths (72.8%) feel that way, whereas less than half (46.0%) of those over 60 years old agree with that statement. This may reflect the lower educational level of older people rather than a lower value of college education.

Differences were also found by race. Over three-fourths of the Hispanics (76.9%) feel that education has been or will be important for themselves compared to 59.4 percent for Whites. Those with more

TABLE 1

"A COLLEGE EDUCATION IS IMPORTANT FOR TODAY'S YOUTH"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	35.2	46.8	9.2	8.2	.5	
Sex						
Male	35.8	45.2	10.3	8.3	.3	
Female	34.8	48.2	8.2	8.1	.7	-.00236
Age						
Under 25	33.9	50.9	5.0	10.1	0	
25-39	32.3	49.6	11.5	6.1	.6	
40-59	37.8	44.3	8.1	9.4	.4	
60 and over	38.0	42.9	8.6	9.7	.8	-.03437
Race						
White (Not Hispanic)	34.1	47.2	9.9	8.4	.5	
Hispanic	58.7	36.8	1.8	2.7	0	-.29330
Education						
0-8 years	33.1	40.3	8.2	16.9	1.6	
9-12 years	35.2	35.4	26.9	2.2	.3	
H.S. or G.E.D.	33.3	43.5	10.7	12.1	.3	
Some College	35.7	48.2	6.5	8.9	.8	
College Graduate	31.3	56.1	7.2	5.4	.1	
Graduate School	40.4	45.0	8.9	5.2	.5	-.08751
Location						
Farm or Ranch	30.8	43.9	19.8	4.7	.9	
Rural nonfarm	27.2	57.5	7.8	7.3	.1	
Small town	29.6	51.4	8.0	9.7	1.2	
Town	27.3	52.5	8.8	10.6	.8	
Small City	32.7	46.5	6.9	19.8	.1	
City	39.0	48.7	8.3	3.7	.5	
Metropolis	41.4	43.6	7.9	6.6	.5	-.12414
Occupation						
Farmer-Rancher	17.7	58.8	17.0	5.7	.8	
Laborer	52.3	23.4	20.0	2.8	1.5	
SVC Workers	47.0	41.7	8.6	1.9	.9	
Operatives	36.7	40.7	5.8	16.7	0	
Crafts-Foremen	33.5	37.8	20.7	8.1	0	
Clerical-Sales	37.9	47.4	7.3	7.1	.3	
Manager	36.5	42.5	9.1	11.1	.9	
Professional	35.5	52.6	4.2	7.3	.5	-.05815
Income						
Less than $10,000	41.9	39.9	8.1	8.9	1.3	
$10,000 - $19,999	32.7	53.5	8.8	4.5	.5	
$20,000 - $29,999	27.6	50.2	8.7	13.3	.3	
$30,000 - $39,999	43.7	42.1	6.4	7.7	0	
$40,000 and above	39.5	39.1	15.4	5.3	.7	.01085

TABLE 2

"A COLLEGE EDUCATION HAS BEEN OR WILL BE IMPORTANT FOR MY CHILDREN"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	35.9	39.1	17.9	5.4	1.7	
Sex						
Male	34.3	40.0	19.7	4.8	1.2	
Female	37.3	38.3	16.3	5.9	2.1	-.02485
Age						
Under 25	29.3	33.9	28.4	3.5	4.9	
25-39	34.4	38.9	20.8	4.5	1.4	
40-59	36.5	44.1	12.7	4.9	1.8	
60 and over	42.4	31.1	15.9	10.5	.2	-.09648
Race						
White (Not Hispanic)	36.0	38.8	17.5	5.9	1.8	
Hispanic	33.5	45.2	20.2	.8	.2	-.02137
Education						
0-8 years	37.5	26.1	12.9	21.5	1.9	
9-12 years	18.9	59.1	11.5	3.5	6.9	
H.S. or G.E.D.	32.2	38.6	19.2	7.5	2.5	
Some College	36.9	40.0	18.7	3.9	.5	
College Graduate	36.5	37.6	19.6	6.3	0	
Graduate School	43.6	33.8	16.3	3.6	2.7	-.10506
Location						
Farm or Ranch	28.3	46.9	18.0	6.8	0	
Rural nonfarm	35.4	37.4	18.1	8.5	.6	
Small town	34.1	42.4	12.5	9.7	1.2	
Town	34.8	35.3	25.4	3.6	.9	
Small City	30.0	35.0	22.0	9.5	3.5	
City	43.5	37.3	12.9	3.4	2.9	
Metropolis	36.2	40.9	19.1	2.0	1.8	-.06056
Occupation						
Farmer-Rancher	20.1	53.9	15.7	9.9	.3	
Laborer	42.0	24.0	11.8	1.2	20.9	
SVC Workers	43.1	45.3	8.8	1.8	1.0	
Operatives	20.8	39.2	26.5	13.5	0	
Crafts-Foremen	32.4	37.4	21.8	7.9	.5	
Clerical-Sales	41.7	28.1	24.4	5.8	0	
Manager	36.5	42.8	13.3	3.5	3.9	
Professional	39.7	42.0	13.3	4.7	.3	-.10572
Income						
Less than $10,000	43.2	25.0	21.2	9.3	1.3	
$10,000 - $19,999	29.2	43.5	20.3	6.7	.3	
$20,000 - $29,999	29.9	43.0	19.3	4.4	3.3	
$30,000 - $39,999	47.7	40.5	9.7	2.0	.1	
$40,000 and above	41.4	37.3	14.4	3.5	3.4	-.09575

TABLE 3

"A COLLEGE EDUCATION HAS BEEN OR WILL BE IMPORTANT FOR MYSELF"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	29.5	31.3	16.6	17.5	4.7	
Sex						
Male	31.0	32.4	14.4	17.5	4.7	
Female	28.1	31.4	18.5	17.4	4.6	.03543
Age						
Under 25	40.0	32.8	11.1	11.3	4.8	
25-39	30.2	41.6	8.5	18.2	1.6	
40-59	26.2	26.6	21.0	18.3	7.9	
60 and over	28.6	17.4	31.3	17.6	5.1	.17080
Race						
White (Not Hispanic)	27.5	31.9	17.7	17.9	5.0	
Hispanic	51.8	25.1	7.3	14.0	1.8	-.26395
Education						
0-8 years	3.8	8.4	65.8	14.4	7.5	
9-12 years	1.6	16.0	30.9	26.7	24.8	
H.S. or G.E.D.	6.0	18.8	27.9	39.3	8.0	
Some College	23.6	41.1	15.7	17.3	2.3	
College Graduate	49.9	43.8	1.1	3.3	1.9	
Graduate School	67.4	26.9	5.3	.2	.3	-.65537
Location						
Farm or Ranch	13.6	23.0	29.4	20.9	13.1	
Rural nonfarm	28.5	36.1	15.7	15.6	4.1	
Small town	18.5	27.2	27.2	25.1	1.9	
Town	28.6	34.7	13.7	18.7	4.3	
Small City	24.4	30.1	15.1	25.9	4.4	
City	32.5	29.8	13.9	18.8	5.0	
Metropolis	40.0	35.7	11.5	10.3	2.5	-.22127
Occupation						
Farmer-Rancher	5.3	19.8	30.7	23.7	20.6	
Laborer	30.4	28.7	8.0	11.4	21.4	
SVC Workers	12.3	37.1	35.6	12.7	2.3	
Operatives	22.7	31.9	25.7	16.0	3.7	
Crafts-Foremen	20.5	26.7	15.6	36.2	1.0	
Clerical-Sales	18.0	38.5	18.5	22.6	2.5	
Manager	28.8	30.3	16.0	22.1	2.8	
Professional	51.3	33.9	6.9	5.6	2.3	-.39088
Income						
Less than $10,000	27.2	24.2	31.1	13.2	4.4	
$10,000 - $19,999	27.8	36.7	16.2	14.6	4.6	
$20,000 - $29,999	23.6	34.6	12.3	25.9	3.6	
$30,000 - $39,999	41.9	36.8	10.2	9.5	1.5	
$40,000 and above	34.7	20.4	14.7	20.0	10.3	-.04684

education place a higher value on education. To illustrate, among those with eight years or less of formal education, only 12.2 percent agree, compared to an overwhelming 94.3 percent of those who have gone on to graduate school.

In a breakdown by location, we found that those living in large metropolitan areas are most likely to agree (75.7%); those living on farms or ranches least likely to agree (36.6%). Differences were also found among occupational categories where professional and technical respondents are over three times as likely to agree about the value of education to themselves (85.2%) than are farmers and ranchers (25.1%). Respondents in other occupational categories are somewhere in between.

Persons most likely to agree that a college education has been or will be important for themselves are young, Hispanic, highly educated, living in a large city, and are either professionally or technically trained.

In summary, respondents in general see higher education as important for today's youth, for their children, and for themselves. See Figure 2.

EVALUATION OF HIGHER EDUCATION

Table 4: Grades Given Higher Education

Colorado citizens were asked to evaluate higher education in the state. The question was posed to them in the following way:

> Students are often given A, B, C, D, and FAIL to denote the quality of their work. Suppose that colleges and universities in Colorado were graded in the same way. What grade would you give Colorado's colleges and universities--A, B, C, D, or FAIL?

Figure 2

IMPORTANCE OF HIGHER EDUCATION

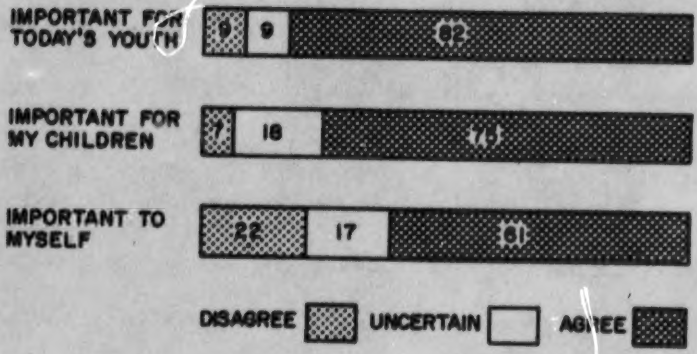


TABLE 4

"WHAT GRADE WOULD YOU GIVE COLORADO'S COLLEGES AND UNIVERSITIES?"

	A (Percent)	B (Percent)	C (Percent)	D (Percent)	Fail (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	16.2	48.4	32.0	3.0	0.5	
Sex						
Male	16.0	49.1	31.3	3.2	.4	
Female	16.3	47.6	32.7	2.8	.5	.00627
Age						
Under 25	19.6	44.9	28.8	6.7	0	
25-39	12.8	45.8	38.2	3.2	.1	
40-59	16.8	54.3	26.4	1.9	.6	
60 and over	22.2	43.3	30.2	2.9	1.4	-.11125
Race						
White (Not Hispanic)	15.3	49.7	32.6	1.8	.5	
Hispanic	40.9	35.4	9.7	13.8	.2	-.21940
Education						
0-8 years	29.5	52.1	14.7	2.0	1.7	
9-12 years	9.1	40.0	48.5	.9	1.4	
H.S. or G.E.D.	19.2	47.7	30.1	2.7	.3	
Some College	16.3	48.1	30.1	4.8	.6	
College Graduate	17.7	44.1	36.2	2.1	.1	
Graduate School	11.5	55.6	31.7	.9	.2	.01011
Location						
Farm or Ranch	5.5	56.5	30.3	6.5	1.2	
Rural nonfarm	15.3	51.9	30.2	2.1	.5	
Small town	16.3	36.9	41.4	3.9	1.6	
Town	21.2	50.5	25.7	2.6	0	
Small City	12.4	40.7	45.4	1.2	.2	
City	20.2	47.4	27.5	4.4	.5	
Metropolis	18.2	50.1	29.8	1.9	0	-.09098
Occupation						
Farmer-Rancher	5.4	59.0	26.3	8.2	1.1	
Laborer	8.5	52.1	35.6	2.2	1.6	
SVC Workers	33.8	29.8	35.3	1.1	0	
Operatives	13.0	47.3	32.8	5.6	1.4	
Crafts-Foremen	26.1	34.6	38.2	.9	.2	
Clerical-Sales	16.7	53.7	27.9	1.3	.3	
Manager	12.3	50.6	33.7	2.6	.7	
Professional	16.7	49.5	31.1	2.6	.1	-.01720
Income						
Less than $10,000	20.5	40.3	33.7	4.2	1.3	
$10,000 - $19,999	17.2	47.1	32.3	3.1	.4	
$20,000 - $29,999	11.4	54.6	30.4	3.6	.1	
$30,000 - $39,999	17.7	45.9	35.6	.9	.0	
$40,000 and above	17.2	50.4	28.9	2.6	1.0	-.01853

Over three-fifths (64.6%) of the respondents assign a grade of "B" or better to higher education. Figure 3 shows the relative distribution of responses for the various grades. By race, Hispanics give higher marks than do Whites (76.3% and 65.0), respectively).

EXPECTATIONS OF HIGHER EDUCATION

Colorado citizens were asked to describe their expectations of higher education. The specific question posed to them was "Which of the following services should higher education in Colorado provide to its residents?" Respondents were asked to indicate the extent of their agreement with each of the following missions of colleges and universities:

1. Produce well-trained scholars.
2. Produce persons who are well-prepared for an occupation.
3. Provide direct technical assistance to local communities and state governments.
4. Provide research that has direct relevance to Colorado's problems.
5. Provide educational opportunities for the adult population of the state.
6. Conduct international research that relates to the problems of developing countries.
7. Provide both credit and non-credit offerings for Colorado citizens through outreach programs.
8. Offer credit-producing courses only.

Each of the above will be discussed individually and presented in descending order of agreement.

Figure 3

GRADES GIVEN TO HIGHER EDUCATION

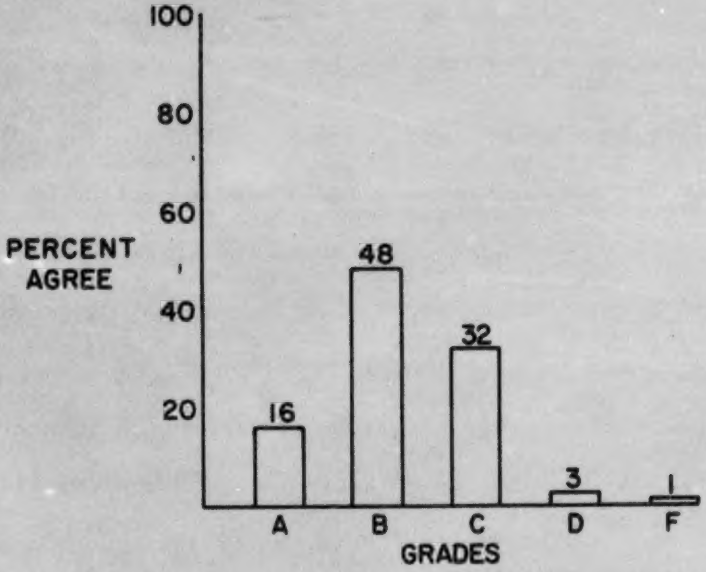


Table 5: Occupational Training

Coloradoans are in virtually unanimous agreement that higher education should produce persons who are well-trained for an occupation (97.7%). They overwhelmingly support this mission regardless of their background.

Table 6: Educational Opportunities for Adults

Approximately nine out of every ten respondents (88.3%) support the idea that colleges and universities "should provide educational opportunities for the adult population of the state." This finding might suggest support for outreach programs, life-long learning. off-campus programs, and continuing education.

When categorized by age, persons under 25 tend to agree more with this mission (94.8%) than do those 60 and above (89.8%). By race, Whites are slightly move favorable (89.3%) than are Hispanics (87.6%). Finally, although the majority of persons in all occupational categories support this mission of higher education, some categories are more supportive than others. More than ninety percent of service workers (96.4%), professional (94.9%), laborers (94.4%), and craftsmen and foremen (90.6%) feel that higher education should provide educational opportunities for the adult population of the state compared to 73.5 percent of the ranchers and farmers.

Many colleges and universities in Colorado already offer courses and/or programs geared to provide greater educational opportunities for working adults. Many of these courses and programs are offered at convenient

TABLE 5

"HIGHER EDUCATION SHOULD PRODUCE PERSONS WHO ARE WELL-PREPARED FOR AN OCCUPATION"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	60.2	37.5	1.8	0.4	0.1	
Sex						
Male	55.0	40.9	3.3	.6	.2	
Female	64.9	34.4	.5	.2	0	-.11042
Age						
Under 25	73.3	25.9	.4	.4	0	
25-39	60.4	38.6	.3	.5	.2	
40-59	63.7	33.2	2.9	.2	.1	
60 and over	42.3	52.8	4.4	.4	0	.18474
Race						
White (Not Hispanic)	60.2	37.8	1.5	.4	.1	
Hispanic	89.2	10.8	0	0	0	-.29167
Education						
0-8 years	31.7	68.3	0	0	0	
9-12 years	46.4	52.5	1.1	0	0	
H.S. or G.E.D.	54.8	44.7	.4	0	.1	
Some College	67.7	27.1	2.8	.3	.1	
College Graduate	65.5	32.3	1.0	.9	.2	
Graduate School	55.0	41.4	2.9	.7	0	-.08076
Location						
Farm or Ranch	63.6	36.2	.2	0	0	
Rural nonfarm	58.9	36.7	4.0	.1	.3	
Small town	60.6	38.9	.5	0	0	
Town	63.2	35.8	.4	.6	0	
Small City	53.5	44.3	1.4	.7	.1	
City	59.0	35.9	3.6	1.3	.2	
Metropolis	60.9	37.4	1.6	.1	0	.01093
Occupation						
Farmer-Rancher	56.4	37.9	5.7	0	0	
Laborer	42.5	52.3	2.1	3.1	0	
SVC Workers	61.0	38.7	0	.3	0	
Operatives	47.2	51.8	1.0	0	0	
Crafts-Foremen	53.1	45.9	.4	.1	.5	
Clerical-Sales	74.8	22.5	2.4	.3	0	
Manager	45.6	53.4	.4	.5	.1	
Professional	62.6	34.8	2.1	.5	.1	-.03776
Income						
Less than $10,000	57.6	38.7	2.8	.7	.2	
$10,000 - $19,999	59.7	37.6	2.4	.3	.0	
$20,000 - $29,999	60.7	38.2	.7	.1	.2	
$30,000 - $39,999	59.6	39.7	.2	.5	.0	
$40,000 and above	63.7	32.4	3.4	.4	.0	-.04594

TABLE 6

"HIGHER EDUCATION SHOULD PROVIDE EDUCATIONAL OPPORTUNITIES FOR THE ADULT POPULATION OF THE STATE"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	33.4	54.9	9.6	1.5	0.6	
Sex						
Male	29.5	58.8	10.2	1.2	.2	
Female	37.0	51.4	9.1	1.7	.9	-.06368
Age						
Under 25	58.5	36.3	4.9	.3	0	
25-39	33.3	58.2	6.7	1.8	0	
40-59	33.7	52.8	11.5	.6	1.3	
60 and over	16.6	63.2	16.3	3.2	.7	.26750
Race						
White (Not Hispanic)	32.9	56.4	8.5	1.5	.6	
Hispanic	55.2	32.4	11.0	1.4	0	-.18907
Education						
0-8 years	10.0	72.1	14.6	3.3	0	
9-12 years	19.2	49.7	23.7	.3	7.2	
H.S. or G.E.D.	30.2	56.9	10.6	2.1	.2	
Some College	40.3	49.2	8.8	1.6	.1	
College Graduate	32.3	61.9	5.1	.7	0	
Graduate School	32.2	58.2	8.1	1.2	.2	-.12505
Location						
Farm or Ranch	26.3	56.5	13.7	3.1	.4	
Rural nonfarm	33.3	54.0	11.4	1.3	0	
Small town	30.4	60.1	8.7	.5	.3	
Town	31.4	57.2	4.5	6.5	.4	
Small City	27.9	60.1	10.4	1.2	.4	
City	34.6	55.6	9.0	.8	.0	
Metropolis	37.9	51.3	9.0	.3	1.4	-.09548
Occupation						
Farmer-Rancher	16.4	57.1	23.1	3.0	.4	
Laborer	30.5	63.9	3.2	2.5	0	
SVC Workers	41.4	55.0	3.4	.2	0	
Operatives	20.5	62.3	16.0	.4	.8	
Crafts-Foremen	33.9	56.7	7.8	1.3	.3	
Clerical-Sales	34.6	52.4	10.7	2.4	0	
Manager	26.6	56.4	15.2	1.6	.1	
Professional	40.7	54.2	3.0	.5	1.6	-.15474
Income						
Less than $10,000	39.7	48.6	10.6	.9	.2	
$10,000 - $19,999	40.2	47.1	9.6	1.6	1.6	
$20,000 - $29,999	23.2	61.9	12.7	2.2	0	
$30,000 - $39,999	31.9	62.7	4.3	.7	.3	
$40,000 and above	33.9	56.9	7.7	1.2	.4	.06081

locations and times, which allows adults maximum flexibility in participating. These programs are ideal for the working person who wants a few courses to upgrade the knowledge required for his or her job, for the person who wants to start or change careers, or for one who wants to take a non-credit course to enhance his or her personal life outside the "world of work."

Table 7: Research on Colorado's Problems

Eighty-four percent of the state's residents feel that higher education "should provide research that has direct relevance to Colorado's problems." There is very little difference among various demographic groups. One difference is between Hispanics who agree slightly (86.1%) more often than Whites (83.8%).

Table 8: Produce Well-trained Scholars

Although a very large proportion of persons emphasize occupational and career preparation, more than eight out of every ten respondents agree that colleges and universities should produce "well-trained scholars" (82.4%). Although respondents in all age categories support this position, those 40 years old and above feel more strongly about this expectation (87.2%) than do those under 40 years old (77.6%).

Table 9: Credit and non-credit Offerings Through Outreach Programs

Three-fourths of the respondents (75.4%) feel that outreach programs are a desirable activity for colleges and universities and that these programs should provide for both credit and non-credit courses.

TABLE 7

"HIGHER EDUCATION SHOULD PROVIDE RESEARCH THAT HAS DIRECT RELEVANCE TO COLORADO'S PROBLEMS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	26.3	58.0	9.0	5.0	1.6	
Sex						
Male	27.0	58.7	8.9	3.1	2.2	
Female	25.7	57.3	9.1	6.9	1.0	.03204
Age						
Under 25	25.4	61.9	12.3	.4	0	
25-39	28.8	55.8	7.4	6.8	1.2	
40-59	24.9	58.6	10.5	3.1	2.9	
60 and over	23.9	60.3	7.7	7.8	.4	.05230
Race						
White (Not Hispanic)	25.7	58.1	9.1	5.4	1.7	
Hispanic	45.9	40.2	12.9	.9	.0	-.19533
Education						
0-8 years	18.1	65.3	16.6	0	0	
9-12 years	16.8	64.5	8.2	3.0	7.5	
H.S. or G.E.D.	24.0	58.1	11.9	5.7	.3	
Some College	31.8	54.1	9.3	4.5	.2	
College Graduate	32.3	60.1	2.9	4.5	.2	
Graduate School	16.9	61.1	9.3	7.3	5.4	-.00246
Location						
Farm or Ranch	23.9	65.6	5.1	4.1	1.3	
Rural nonfarm	27.2	54.6	12.2	2.6	3.4	
Small town	29.8	57.7	6.6	5.8	0	
Town	19.9	63.5	6.7	9.3	.7	
Small City	19.8	62.2	9.6	8.0	.4	
City	33.1	50.2	10.3	5.9	.5	
Metropolis	27.3	56.6	9.7	3.6	2.9	-.00686
Occupation						
Farmer-Rancher	19.9	70.0	4.8	4.8	.5	
Laborer	21.2	68.3	6.7	3.8	0	
SVC Workers	30.1	46.3	20.7	2.9	0	
Operatives	21.9	68.5	8.2	1.4	0	
Crafts-Foremen	30.3	53.4	8.9	7.1	.4	
Clerical-Sales	24.0	61.7	7.5	4.8	1.9	
Manager	19.1	62.8	8.7	5.8	3.6	
Professional	30.3	52.2	10.8	4.8	2.0	-.00785
Income						
Less than $10,000	29.9	56.4	8.6	4.4	.7	
$10,000 - $19,999	28.2	55.2	11.3	3.7	1.6	
$20,000 - $29,999	24.1	59.1	10.4	6.4	0	
$30,000 - $39,999	17.9	67.9	5.1	5.6	3.4	
$40,000 and above	31.3	53.7	5.9	5.2	3.9	.04050

TABLE 8

"HIGHER EDUCATION SHOULD PRODUCE WELL-TRAINED SCHOLARS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	34.2	48.2	10.2	6.5	0.9	
Sex						
Male	32.4	49.8	10.2	6.0	1.5	
Female	35.9	46.7	10.2	6.9	.3	-.03170
Age						
Under 25	28.3	47.6	17.0	6.7	.4	
25-39	27.3	50.6	12.2	8.3	1.6	
40-59	39.0	46.9	7.8	5.9	.4	
60 and over	45.6	44.9	6.4	2.5	.6	-.22137
Race						
White (Not Hispanic)	34.0	48.2	9.9	6.9	1.0	
Hispanic	34.1	50.9	13.3	1.7	.0	-.02858
Education						
0-8 years	44.0	48.2	4.7	3.1	0	
9-12 years	30.6	43.8	18.2	7.2	.2	
H.S. or G.E.D.	39.7	47.1	8.6	4.5	.1	
Some College	30.8	48.5	12.5	6.6	1.6	
College Graduate	31.0	52.7	6.7	8.3	1.3	
Graduate School	37.7	46.5	8.2	7.3	.3	.01913
Location						
Farm or Ranch	39.4	47.0	9.0	4.3	.3	
Rural nonfarm	28.9	49.3	14.4	7.1	.3	
Small town	32.3	56.1	7.5	3.4	.7	
Town	21.9	57.2	8.4	11.5	1.0	
Small City	30.5	49.3	12.2	8.0	0	
City	38.9	47.2	6.9	3.5	3.4	
Metropolis	35.4	45.1	11.4	7.9	.3	-.00654
Occupation						
Farmer-Rancher	38.1	53.2	2.1	5.9	.7	
Laborer	44.6	45.7	4.0	5.7	0	
SVC Workers	48.3	44.6	2.3	3.9	.8	
Operatives	19.7	68.5	10.4	1.4	0	
Crafts-Foremen	32.1	46.1	13.2	7.6	1.0	
Clerical-Sales	33.9	44.1	11.6	8.5	1.9	
Manager	26.9	50.5	14.6	7.3	.6	
Professional	35.2	48.9	8.9	6.3	.7	.04393
Income						
Less than $10,000	43.9	46.8	5.6	2.5	1.2	
$10,000 - $19,999	28.9	48.7	9.8	12.4	.2	
$20,000 - $29,999	31.4	54.7	9.4	2.4	2.1	
$30,000 - $39,999	38.6	36.7	14.3	10.0	.3	
$40,000 and above	34.9	47.0	14.3	3.5	.3	.03678

TABLE 9

"HIGHER EDUCATION SHOULD PROVIDE BOTH CREDIT AND NON-CREDIT OFFERINGS FOR COLORADO CITIZENS THROUGH OUTREACH PROGRAMS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	22.9	52.5	16.4	7.0	1.1	
Sex						
Male	20.8	52.2	15.9	10.3	.9	
Female	24.8	52.8	16.9	4.1	1.3	-.07616
Age						
Under 25	36.6	47.1	15.7	.6	.2	
25-39	26.8	55.3	11.9	5.5	.5	
40-59	19.2	52.4	17.9	8.7	1.8	
60 and over	12.1	48.9	25.8	11.6	1.6	.27473
Race						
White (Not Hispanic)	21.8	52.4	17.4	7.3	1.2	
Hispanic	41.2	53.3	4.3	1.2	0	-.30568
Education						
0-8 years	11.6	27.8	56.9	3.4	.4	
9-12 years	22.3	48.4	26.2	1.7	1.5	
H.S. or G.E.D.	14.4	51.9	21.8	11.1	.8	
Some College	26.2	50.3	15.8	6.1	1.6	
College Graduate	20.0	64.0	8.6	6.5	.9	
Graduate School	30.4	53.5	8.5	7.1	.5	-.19115
Location						
Farm or Ranch	21.2	56.5	17.3	4.2	.8	
Rural nonfarm	20.3	51.9	17.4	10.0	.4	
Small town	23.1	52.8	16.3	6.7	1.0	
Town	29.1	49.8	17.3	2.8	1.0	
Small City	17.9	49.3	13.1	14.7	5.1	
City	24.2	53.4	18.0	3.5	.9	
Metropolis	23.8	52.9	16.5	6.8	0	-.02685
Occupation						
Farmer-Rancher	13.2	63.6	21.4	.9	.9	
Laborer	24.4	57.5	12.7	5.4	0	
SVC Workers	27.9	56.8	13.8	1.4	.2	
Operatives	13.6	53.6	29.1	2.8	.8	
Crafts-Foremen	14.8	39.4	31.5	13.5	.8	
Clerical-Sales	21.3	52.5	16.3	9.7	.3	
Manager	21.5	50.5	16.9	10.2	1.1	
Professional	29.5	52.7	11.6	5.3	1.0	-.11906
Income						
Less than $10,000	24.5	51.9	15.9	7.1	.6	
$10,000 - $19,999	24.5	51.0	18.6	5.1	.8	
$20,000 - $29,999	19.2	54.4	18.9	7.2	.2	
$30,000 - $39,999	17.1	55.0	13.6	13.5	.7	
$40,000 and above	30.7	50.3	10.5	4.0	4.5	.00862

While the response to this statement is largely positive, there are some differences by age, race, and educational level. Younger people support this activity more than older ones. The responses range from a high of 83.7 percent agreement for those under 25 to a low of 61.0 percent for those 60 and over. Hispanics feel much more strongly than Whites that this is an appropriate mission (94.5% and 74.2%, respectively). Finally, those with more education are more supportive of higher education providing both credit and non-credit offerings for Colorado citizens through outreach programs. Among those with at least some college experience, 80.0 percent agree with this mission compared to 65.0 percent for those with a high school degree or less.

Table 10: Assistance to Local Communities and State Governments

Over two-thirds (68.7%) of the Colorado residents expect colleges and universities to "provide direct technical assistance to local communities and state governments." No differences were found when any of the demographic factors were analyzed.

Table 11: Conduct International Research on Developing Countries

Respondents are mixed in the degree of their support for the proposition that "higher education should conduct international research that relates to the problems of developing countries." Almost an equal number agree (32.3%), are uncertain (35.2%), and disagree (32.5%). Background characteristics of the respondents does not appear to be related to their viewpoints.

TABLE 10

"HIGHER EDUCATION SHOULD PROVIDE DIRECT TECHNICAL ASSISTANCE TO LOCAL COMMUNITIES AND STATE GOVERNMENTS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	17.3	51.4	19.5	9.8	1.9	
Sex						
Male	16.6	53.2	18.8	9.2	2.1	
Female	18.0	49.8	20.1	10.3	1.8	.00677
Age						
Under 25	18.9	47.9	30.9	2.1	.2	
25-39	15.9	60.0	14.4	8.1	1.6	
40-59	17.4	45.8	19.7	14.0	3.1	
60 and over	20.1	43.8	25.6	9.3	1.3	.08096
Race						
White (Not Hispanic)	17.4	50.3	19.7	10.5	2.1	
Hispanic	29.0	39.9	28.0	2.9	.2	-.11790
Education						
0-8 years	19.5	53.8	23.3	3.4	0	
9-12 years	8.1	55.5	25.7	3.1	7.6	
H.S. or G.E.D.	18.1	53.2	18.8	9.3	.5	
Some College	21.3	49.2	19.9	8.1	1.5	
College Graduate	15.4	53.2	16.9	13.4	1.1	
Graduate School	12.6	50.7	18.9	14.2	3.6	.06036
Location						
Farm or Ranch	19.9	55.0	13.7	8.6	2.7	
Rural nonfarm	23.1	45.6	21.4	6.4	3.4	
Small town	21.7	50.5	18.7	7.1	2.1	
Town	12.1	51.6	29.6	5.3	1.5	
Small City	16.6	51.9	15.9	14.7	.9	
City	17.1	55.3	18.7	7.5	1.3	
Metropolis	14.7	49.2	21.1	13.1	1.9	.08340
Occupation						
Farmer-Rancher	8.8	67.6	10.7	9.6	3.2	
Laborer	15.0	44.3	30.3	8.6	1.7	
SVC Workers	27.8	52.6	14.7	3.6	1.4	
Operatives	12.5	57.2	27.8	2.5	0	
Crafts-Foremen	23.3	47.1	20.5	8.6	.5	
Clerical-Sales	12.7	55.6	22.6	6.7	2.4	
Manager	16.6	45.7	20.9	15.8	1.0	
Professional	19.8	47.7	17.8	11.8	2.8	.03572
Income						
Less than $10,000	20.9	50.4	20.1	5.6	2.9	
$10,000 - $19,999	20.0	48.6	22.1	7.3	2.0	
$20,000 - $29,999	13.5	58.6	19.4	7.7	.9	
$30,000 - $39,999	17.8	47.0	10.1	21.1	4.1	
$40,000 and above	14.9	48.7	23.0	12.9	.6	.08371

TABLE 11

"HIGHER EDUCATION SHOULD CONDUCT INTERNATIONAL RESEARCH THAT RELATES TO THE PROBLEMS OF DEVELOPING COUNTRIES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	5.5	26.8	35.2	26.0	6.5	
Sex						
Male	4.6	25.7	31.0	29.9	8.7	
Female	6.2	27.8	39.1	22.5	4.5	-.11258
Age						
Under 25	4.8	23.9	52.8	17.6	.9	
25-39	4.3	29.0	27.4	30.7	8.5	
40-59	6.2	24.0	36.6	27.1	6.0	
60 and over	7.4	29.3	41.9	15.9	5.5	-.04880
Race						
White (Not Hispanic)	5.3	25.8	35.7	26.7	6.5	
Hispanic	3.5	27.8	34.3	22.5	11.8	.02921
Education						
0-8 years	3.2	41.9	43.5	8.8	2.6	
9-12 years	3.5	23.7	50.1	18.8	3.9	
H.S. or G.E.D.	5.9	23.7	35.4	30.5	4.5	
Some College	3.5	24.9	39.1	22.8	9.6	
College Graduate	2.1	25.5	26.3	38.5	7.6	
Graduate School	13.0	34.8	27.5	22.0	2.6	-.04449
Location						
Farm or Ranch	5.9	18.5	39.2	25.6	10.8	
Rural nonfarm	5.0	22.4	37.7	29.8	5.1	
Small town	3.1	23.0	35.0	31.5	7.4	
Town	3.6	20.0	41.8	18.9	15.7	
Small City	5.7	32.4	34.0	25.7	2.3	
City	8.2	32.0	25.2	23.5	11.0	
Metropolis	5.2	30.4	36.4	25.8	2.1	-.10325
Occupation						
Farmer-Rancher	1.3	25.1	36.5	26.2	10.9	
Laborer	8.0	29.7	28.2	31.3	2.9	
SVC Workers	8.6	48.1	29.5	9.1	4.7	
Operatives	2.0	41.0	28.2	26.1	2.6	
Crafts-Foremen	1.3	22.9	42.0	30.4	3.3	
Clerical-Sales	3.3	29.2	32.9	27.7	6.8	
Manager	5.9	20.2	27.4	42.7	3.9	
Professional	9.9	22.6	37.1	21.9	8.6	.01318
Income						
Less than $10,000	6.4	32.1	41.0	13.6	6.9	
$10,000 - $19,999	5.1	24.9	40.7	25.2	4.0	
$20,000 - $29,999	5.8	23.9	29.8	31.2	9.4	
$30,000 - $39,999	4.6	29.6	27.2	36.6	2.1	
$40,000 and above	5.3	27.5	35.9	21.5	9.8	.07812

Table 12: Offer Credit-Producing Courses Only

By a strong margin, residents reject (13.3% agree) the statement that "higher education should offer credit-producing courses only." The degree of rejection varies by age, education, and occupation. Respondents 25 years old and above support this expectation much more than younger respondents (17.1% and 3.1%, respectively).

Those who have less than nine years of formal schooling are more likely to agree that higher educational institutions should offer credit-producing courses only (23.9%). Those who either have had some college or who have graduated from college are least likely to agree (9.4%). Finally, farmers and ranchers and managers are most likely to agree with this expectation (18.6% and 16.3%, respectively); operatives and craftsmen and foremen are least likely to agree (7.6% and 10.4%, respectively). Even though differences occur within age, education, and occupational categories, no category supports the idea that the colleges and universities should offer credit-producing courses only.

In summary, respondents expect higher education in Colorado to have a broad mission. They want colleges and universities to provide: 1) career preparation, 2) opportunities for the adults, 3) research relevant to the state's opportunities for scholarship, 4) life-long learning experiences through both credit and non-credit outreach programs, and 5) direct technical assistance to local communities and state governments. They are mixed in their support for higher education conducting research pertaining to problems of developing countries. Citizens clearly reject the idea that colleges and universities should offer credit-producing courses only. Each of these expectations is presented in Figure 4 in descending order of agreement.

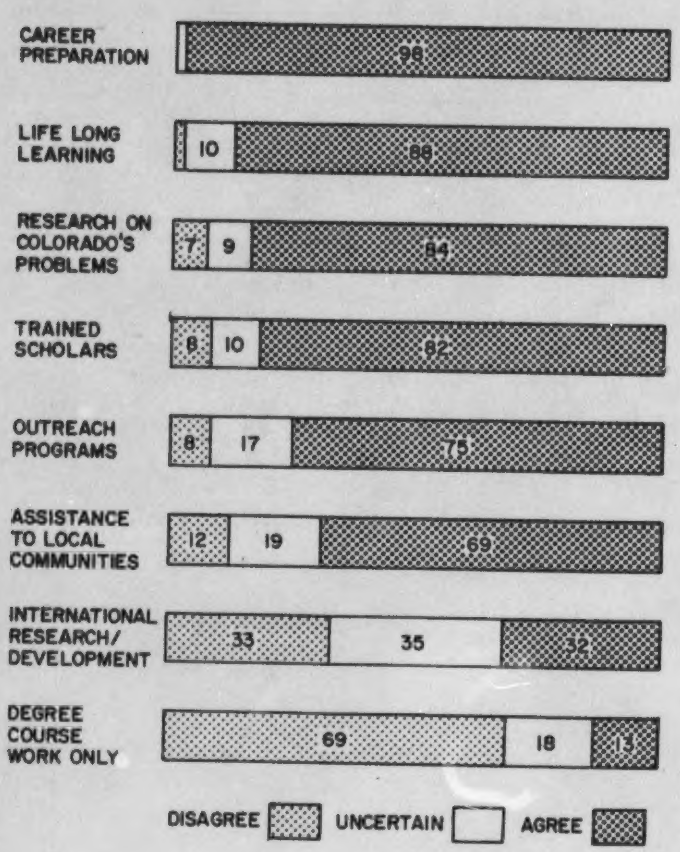
TABLE 12

"HIGHER EDUCATION SHOULD OFFER CREDIT-PRODUCING COURSES ONLY"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	3.1	10.2	18.2	52.0	16.4	
Sex						
Male	2.9	10.5	16.7	55.1	14.7	
Female	3.3	9.9	19.6	49.1	18.0	.00305
Age						
Under 25	.8	2.3	20.8	51.7	24.3	
25-39	2.0	10.8	13.5	53.8	19.9	
40-59	5.4	10.1	19.0	50.3	15.2	
60 and over	2.0	14.2	27.8	51.4	4.7	-.21592
Race						
White (Not Hispanic)	3.2	9.3	18.9	51.7	16.8	
Hispanic	.7	15.5	8.0	71.6	4.1	-.04260
Education						
0-8 years	5.5	18.4	63.1	12.4	.6	
9-12 years	2.7	11.4	35.5	40.2	10.6	
H.S. or G.E.D.	2.2	15.4	25.6	49.4	7.5	
Some College	2.2	7.1	17.1	52.8	20.8	
College Graduate	3.4	6.2	12.2	59.3	18.9	
Graduate School	5.8	12.4	3.9	57.4	20.5	.24325
Location						
Farm or Ranch	3.5	10.9	29.1	47.0	9.5	
Rural nonfarm	2.2	12.6	6.9	56.9	21.4	
Small town	1.1	14.3	23.6	49.5	11.5	
Town	1.5	8.3	16.8	51.2	22.2	
Small City	5.0	14.2	18.6	52.5	9.7	
City	1.0	13.8	21.8	43.5	19.9	
Metropolis	4.8	4.6	14.5	57.4	18.7	.08699
Occupation						
Farmer-Rancher	4.0	14.6	31.8	45.8	3.7	
Laborer	3.9	9.0	13.6	64.6	8.9	
SVC Workers	1.2	12.2	41.0	31.4	14.2	
Operatives	3.2	4.4	26.0	59.5	6.9	
Crafts-Foremen	1.9	8.5	29.0	50.8	9.8	
Clerical-Sales	2.6	10.1	17.7	51.9	17.7	
Manager	3.7	12.6	9.4	55.4	18.8	
Professional	2.7	10.3	11.5	51.9	23.6	.19975
Income						
Less than $10,000	2.8	7.2	28.5	49.8	11.7	
$10,000 - $19,999	2.4	9.8	19.0	53.9	14.9	
$20,000 - $29,999	2.3	9.5	18.0	52.6	17.6	
$30,000 - $39,999	3.8	15.5	14.8	51.2	14.8	
$40,000 and above	5.9	11.0	8.2	50.3	24.5	.06899

Figure 4

EXPECTATIONS OF HIGHER EDUCATION



CRITERIA FOR EVALUATING FACULTY PERFORMANCE

Respondents were presented with six criteria commonly used to evaluate the performance of faculty members: 1) number of hours in the classroom, 2) quality of classroom teaching, 3) service to business and industry, 4) service to local communities and state government, 5) number of hours advising students, 6) research and publications. Respondents were asked whether or not each of these criteria should be used, first, in evaluating faculty performance at community colleges, and second, at four-year colleges and universities. We will present the findings for community colleges first, the results for four-year institutions second. The findings will be presented in order of acceptance from highest to lowest.

Community Colleges

Table 13: Quality of Classroom Teaching

An overwhelming 97.2 percent say the "quality of classroom teaching" should be used to evaluate faculty performance at community colleges. Although every age group feels that quality teaching should be the major criterion used, younger persons are slightly more in favor of it than are older persons. For example, 99.4 percent of those under 25 years old agree compared to 91.5 percent of those 60 and above.

Table 14: Advising Students

More than four out of every five (83.0%) citizens feel that "number of hours advising students" is an acceptable criterion for evaluating faculty performance. When comparisons were made by location, over four-fifths of the residents living in non-metropolitan areas favor

TABLE 13

"FACULTY PERFORMANCE CRITERIA IN COMMUNITY COLLEGES:
QUALITY OF CLASSROOM TEACHING"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	97.2	2.8	
Sex			
Male	97.7	2.3	
Female	96.8	3.2	.00882
Age			
Under 25	99.4	.6	
25-39	98.6	1.4	
40-59	97.4	2.6	
60 and over	91.5	8.5	.55377
Race			
White (Not Hispanic)	97.2	2.8	
Hispanic	99.3	.7	-.02142
Education			
0-8 years	94.6	5.4	
9-12 years	97.3	2.7	
H.S. or G.E.D.	98.7	1.3	
Some College	96.9	3.1	
College Graduate	99.3	.7	
Graduate School	94.5	5.5	.17764
Location			
Farm or Ranch	98.0	2.0	
Rural nonfarm	99.2	.8	
Small town	97.8	2.2	
Town	92.5	7.5	
Small City	98.6	1.4	
City	99.1	.9	
Metropolis	95.5	4.5	.21419
Occupation			
Farmer-Rancher	98.5	1.5	
Laborer	98.4	1.6	
SVC Workers	99.2	.8	
Operatives	98.8	1.2	
Crafts-Foremen	99.8	.2	
Clerical-Sales	98.4	1.6	
Manager	96.2	3.8	
Professional	95.0	5.0	.44825
Income			
Less than $10,000	98.2	1.8	
$10,000 - $19,999	97.6	2.4	
$20,000 - $29,999	94.5	5.5	
$30,000 - $39,999	99.7	.3	
$40,000 and above	98.4	1.6	-.01976

using student advising as a criterion (85.5%). Those living in metropolitan areas were less inclined to agree with this criterion (73.5%).

Table 15: Hours in the Classroom

Over two-thirds (69.8%) of the respondents agree that "number of hours in the classroom" is an important criterion that should be used to evaluate faculty performance. Those with less education feel stronger about this than do those with more education. More than three-quarters of those who have not attended college feel that hours in the classroom is important (78.1%) compared to approximately two-thirds of those who do have the college experience (66.4%).

Table 16: Research and Publications

A majority (54.8%) of the respondents view "research and publications" as an appropriate criterion to evaluate college faculty. By race, Hispanics are more accepting of using this criterion (67.5%) than are Whites (52.4%). When comparisons are made by education, more than half of those who do not have college degrees favor the use of research and publications as a criterion (61.7%) compared to about forty percent (40.5%) for those who have a college degree.

Table 17: Service to Local Communities and State Government

Less than half (43.1%) of those surveyed support "service to local communities and state government" as an important criterion to be used when evaluating faculty performance in community colleges in Colorado.

Table 18: Service to Business and Industry

"Service to business and industry" is least important when evaluating faculty performance in community colleges. Less than four out of ten

TABLE 14

"FACULTY PERFORMANCE CRITERIA IN COMMUNITY COLLEGES: NUMBER OF HOURS ADVISING STUDENTS"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	83.0	17.0	
Sex			
Male	83.1	16.9	
Female	82.8	17.2	.00260
Age			
Under 25	86.5	13.5	
25-39	81.8	18.2	
40-59	82.6	17.4	
60 and over	84.7	15.3	-.00589
Race			
White (Not Hispanic)	83.5	16.5	
Hispanic	73.7	26.3	.09756
Education			
0-8 years	83.6	16.4	
9-12 years	84.9	15.1	
H.S. or G.E.D.	85.0	15.0	
Some College	83.2	16.8	
College Graduate	85.4	14.6	
Graduate School	76.8	23.2	.10145
Location			
Farm or Ranch	89.3	10.7	
Rural nonfarm	88.8	11.2	
Small town	83.3	16.7	
Town	85.2	14.8	
Small City	82.6	17.4	
City	89.6	10.4	
Metropolis	73.5	26.5	-.25246
Occupation			
Farmer-Rancher	94.7	5.3	
Laborer	91.0	9.0	
SVC Workers	79.9	20.1	
Operatives	89.8	10.2	
Crafts-Foremen	79.1	20.9	
Clerical-Sales	84.8	15.2	
Manager	74.2	25.8	
Professional	84.2	15.8	.09656
Income			
Less than $10,000	90.4	9.6	
$10,000 - $19,999	83.3	16.7	
$20,000 - $29,999	78.2	21.8	
$30,000 - $39,999	83.9	16.1	
$40,000 and above	81.9	18.1	.12192

TABLE 15

"FACULTY PERFORMANCE CRITERIA IN COMMUNITY COLLEGES: NUMBER OF HOURS IN THE CLASSROOM"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	69.8	30.2	
Sex			
Male	66.9	33.1	
Female	72.4	27.6	-.05477
Age			
Under 25	77.3	22.7	
25-39	64.3	35.7	
40-59	73.5	26.5	
60 and over	71.2	28.8	-.06241
Race			
White (Not Hispanic)	69.7	30.3	
Hispanic	71.8	28.2	-.02135
Education			
0-8 years	87.0	13.0	
9-12 years	81.0	19.0	
H.S. or G.E.D.	76.6	23.4	
Some College	67.9	32.1	
College Graduate	68.4	31.6	
Graduate School	60.2	39.8	.21347
Location			
Farm or Ranch	71.1	28.9	
Rural nonfarm	70.6	29.4	
Small town	83.0	17.0	
Town	65.7	34.3	
Small City	72.1	27.9	
City	71.1	28.9	
Metropolis	63.6	36.4	.10737
Occupation			
Farmer-Rancher	75.4	24.6	
Laborer	80.2	19.8	
SVC Workers	80.6	19.4	
Operatives	81.4	18.6	
Crafts-Foremen	64.5	35.5	
Clerical-Sales	66.8	33.2	
Manager	63.6	36.4	
Professional	70.9	29.1	.05989
Income			
Less than $10,000	76.2	23.8	
$10,000 - $19,999	68.9	31.1	
$20,000 - $29,999	63.2	36.8	
$30,000 - $39,999	73.0	27.0	
$40,000 and above	74.3	25.7	.01833

TABLE 16

"FACULTY PERFORMANCE CRITERIA IN COMMUNITY COLLEGES: RESEARCH AND PUBLICATIONS"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	54.8	45.2	
Sex			
Male	54.6	45.4	
Female	55.0	45.0	-.00402
Age			
Under 25	52.9	47.1	
25-39	58.2	41.8	
40-59	54.7	45.3	
60 and over	47.0	53.0	.08124
Race			
White (Not Hispanic)	52.4	47.6	
Hispanic	67.5	32.5	-.15031
Education			
0-8 years	57.2	42.8	
9-12 years	62.8	37.2	
H.S. or G.E.D.	67.3	32.7	
Some College	58.5	41.5	
College Graduate	43.1	56.9	
Graduate School	38.2	61.8	.28678
Location			
Farm or Ranch	59.5	40.5	
Rural nonfarm	57.2	42.8	
Small town	62.2	37.8	
Town	50.7	49.3	
Small City	55.8	44.2	
City	59.8	40.2	
Metropolis	48.3	51.7	.10066
Occupation			
Farmer-Rancher	62.1	37.9	
Laborer	61.0	39.0	
SVC Workers	65.5	34.5	
Operatives	53.0	47.0	
Crafts-Foremen	53.7	46.3	
Clerical-Sales	55.7	44.3	
Manager	51.6	48.4	
Professional	50.3	49.7	.10759
Income			
Less than $10,000	61.6	38.4	
$10,000 - $19,999	50.9	49.1	
$20,000 - $29,999	57.2	42.8	
$30,000 - $39,999	56.3	43.7	
$40,000 and above	48.9	51.1	.04865

TABLE 17

"FACULTY PERFORMANCE CRITERIA IN COMMUNITY COLLEGES: SERVICE TO LOCAL COMMUNITIES AND STATE GOVERNMENT"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	43.1	56.9	
Sex			
Male	41.8	58.2	
Female	44.2	55.8	-.02445
Age			
Under 25	49.9	50.1	
25-39	43.3	56.7	
40-59	39.9	60.1	
60 and over	45.8	54.2	.04182
Race			
White (Not Hispanic)	42.3	57.7	
Hispanic	55.6	44.4	-.13326
Education			
0-8 years	46.4	53.6	
9-12 years	46.8	53.2	
H.S. or G.E.D.	45.6	54.4	
Some College	40.8	59.2	
College Graduate	34.3	65.7	
Graduate School	50.7	49.3	.00912
Location			
Farm or Ranch	44.8	55.2	
Rural nonfarm	42.5	57.5	
Small town	42.4	57.6	
Town	41.0	59.0	
Small City	45.1	54.9	
City	37.8	62.2	
Metropolis	45.1	54.9	-.00726
Occupation			
Farmer-Rancher	42.6	57.4	
Laborer	27.4	72.6	
SVC Workers	66.0	34.0	
Operatives	55.3	44.7	
Crafts-Foremen	46.3	53.7	
Clerical-Sales	34.0	66.0	
Manager	34.7	65.3	
Professional	47.0	53.0	.00563
Income			
Less than $10,000	58.0	42.0	
$10,000 - $19,999	39.3	60.7	
$20,000 - $29,999	37.2	62.8	
$30,000 - $39,999	50.3	49.7	
$40,000 and above	37.5	62.5	.10250

(39.1%) of those surveyed feel it is important. However, when broken down by race, we find Hispanic respondents feel much more strongly about using service to business and industry (63.4%) than do Whites (38.1%).

Four-Year Colleges and Universities

Table 19: Quality of Classroom Teaching

"Quality of classroom teaching" is regarded as an appropriate criterion in evaluating faculty performance by almost all respondents surveyed (97.2%). When we compare for various age categories, respondents under 60 are even more supportive (98.4%) than are persons 60 years of age and older (90.4%).

Table 20: Advising Students

Eighty-two and three-tenths percent of those surveyed view "number of hours advising students" as an acceptable criterion to be used in evaluating the performance of faculty members. When comparisons are made by location, both city and rural nonfarm residents are most supportive (90.1% and 88.5%, respectively); those living in metropolitan areas are least supportive (74.6%).

Table 21: Hours in the Classroom

More than two-thirds (68.6%) of Colorado citizens feel that the "number of hours in the classroom" is an appropriate criterion for judging faculty performance in four-year colleges and universities in the state.

With the exception of persons who had eight or fewer years of formal education, the lower the educational level of the respondents, the more supportive they are in using hours in the classroom for evaluation. To illustrate, 80.3 percent of those with nine to twelve years of education

TABLE 18

"FACULTY PERFORMANCE CRITERIA IN COMMUNITY COLLEGES:
SERVICE TO BUSINESS AND INDUSTRY"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	39.1	60.9	
Sex			
Male	42.2	57.8	
Female	36.1	63.9	.06107
Age			
Under 25	40.1	59.9	
25-39	39.8	60.2	
40-59	37.9	62.1	
60 and over	39.2	60.8	.02091
Race			
White (Not Hispanic)	38.1	61.9	
Hispanic	63.4	36.6	-.25330
Education			
0-8 years	57.1	42.9	
9-12 years	36.0	64.0	
H.S. or G.E.D.	37.9	62.1	
Some College	40.4	59.6	
College Graduate	34.4	65.6	
Graduate School	40.2	59.8	.01740
Location			
Farm or Ranch	40.6	59.4	
Rural nonfarm	32.8	67.2	
Small town	34.1	65.9	
Town	35.2	64.8	
Small City	42.2	57.8	
City	38.9	61.1	
Metropolis	42.1	57.9	-.06229
Occupation			
Farmer-Rancher	39.3	60.7	
Laborer	31.1	68.9	
SVC Workers	58.8	41.2	
Operatives	51.2	48.8	
Crafts-Foremen	42.5	57.5	
Clerical-Sales	27.2	72.8	
Manager	39.0	61.0	
Professional	43.5	56.5	-.01597
Income			
Less than $10,000	42.2	57.8	
$10,000 - $19,999	39.5	60.5	
$20,000 - $29,999	38.7	61.3	
$30,000 - $39,999	37.7	62.3	
$40,000 and above	36.5	63.5	.04959

TABLE 19

"FACULTY PERFORMANCE CRITERIA IN FOUR-YEAR COLLEGES AND UNIVERSITIES: QUALITY OF CLASSROOM TEACHING"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	97.2	2.8	
Sex			
Male	96.8	3.2	
Female	97.6	2.4	-.00755
Age			
Under 25	98.8	1.2	
25-39	99.4	.6	
40-59	97.1	2.9	
60 and over	90.4	9.6	.65260
Race			
White (Not Hispanic)	97.1	2.9	
Hispanic	98.6	1.4	-.01459
Education			
0-8 years	89.3	10.7	
9-12 years	96.7	3.3	
H.S. or G.E.D.	98.8	1.2	
Some College	96.1	3.9	
College Graduate	99.3	.7	
Graduate School	97.2	2.8	-.09349
Location			
Farm or Ranch	94.3	5.7	
Rural nonfarm	99.2	.8	
Small town	98.6	1.4	
Town	92.6	7.4	
Small City	97.5	2.5	
City	99.1	.9	
Metropolis	97.0	3.0	-.08610
Occupation			
Farmer-Rancher	95.5	4.5	
Laborer	99.6	.4	
SVC Workers	98.3	1.7	
Operatives	98.2	1.8	
Crafts-Foremen	100.0	0	
Clerical-Sales	98.2	1.8	
Manager	98.8	1.2	
Professional	95.1	4.9	.27441
Income			
Less than $10,000	97.7	2.3	
$10,000 - $19,999	97.6	2.4	
$20,000 - $29,999	94.8	5.2	
$30,000 - $39,999	99.7	.3	
$40,000 and above	98.1	1.9	-.03650

TABLE 20

"FACULTY PERFORMANCE CRITERIA IN FOUR-YEAR COLLEGES AND UNIVERSITIES: NUMBER OF HOURS ADVISING STUDENTS"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	82.3	17.7	
Sex			
Male	81.6	18.4	
Female	82.9	17.1	-.01339
Age			
Under 25	90.3	9.7	
25-39	81.4	18.6	
40-59	81.4	18.6	
60 and over	81.6	18.4	.07449
Race			
White (Not Hispanic)	82.9	17.1	
Hispanic	72.0	28.0	.10934
Education			
0-8 years	76.7	23.3	
9-12 years	83.0	17.0	
H.S. or G.E.D.	84.8	15.2	
Some College	82.4	17.6	
College Graduate	85.7	14.3	
Graduate School	76.6	23.4	.07176
Location			
Farm or Ranch	83.8	16.2	
Rural nonfarm	88.5	11.5	
Small town	82.5	17.5	
Town	84.0	16.0	
Small City	80.6	19.4	
City	90.1	9.9	
Metropolis	74.6	25.4	.16740
Occupation			
Farmer-Rancher	87.0	13.0	
Laborer	87.1	12.9	
SVC Workers	81.2	18.8	
Operatives	89.9	10.1	
Crafts-Foremen	78.5	21.5	
Clerical-Sales	86.3	13.7	
Manager	73.3	26.7	
Professional	84.1	15.9	.04561
Income			
Less than $10,000	89.4	10.6	
$10,000 - $19,999	83.6	16.4	
$20,000 - $29,999	76.8	23.2	
$30,000 - $39,999	83.4	16.6	
$40,000 and above	81.0	19.0	.12698

agree compared to 66.7 percent and 59.1 percent for college graduates and those who have attended graduate school, respectively.

Table 22: Research and Publications

Almost two-thirds (65.7%) of those surveyed report that "research and publications" should be used to evaluate faculty performance. When compared by age, younger respondents are more supportive of this criterion than are older persons. For example, among those under 25 years old, almost three-fourths (73.2%) favor it compared to a little over half (58.2%) of those 60 and over.

Table 23: Service to Local Communities and State Governments

Four out of ten (40.4%) respondents feel that "service to local communities and state government" is an appropriate criterion to use in evaluating faculty performance in four-year colleges and universities. No significant differences were found when comparisons are made by demographic characteristics.

Table 24: Service to Business and Industry

Slightly less than four out of ten (38.5%) would include "service to business and industry" as an acceptable criterion to use in evaluating faculty performance. By race, Hispanics are much more in favor of using it to evaluate faculty (63.7%) than are Whites (36.9%).

Figure 5 shows the relative ranking of the faculty performance criteria both for community colleges and for four-year colleges and universities. A majority of people at both two-year and four-year schools feel that quality of teaching, student advising, hours in the classroom, and research and publications should be used as criteria for evaluation. Second, the relative ranking for each of the criteria

TABLE 21

"FACULTY PERFORMANCE CRITERIA IN FOUR-YEAR COLLEGES AND UNIVERSITIES: NUMBER OF HOURS IN THE CLASSROOM"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	68.6	31.4	
Sex			
Male	65.4	34.6	
Female	71.4	28.6	-.00755
Age			
Under 25	79.4	20.6	
25-39	64.7	35.3	
40-59	71.1	28.9	
60 and over	65.6	34.4	.02372
Race			
White (Not Hispanic)	68.5	31.5	
Hispanic	69.9	30.1	-.01395
Education			
0-8 years	68.6	31.4	
9-12 years	80.3	19.7	
H.S. or G.E.D.	73.8	26.2	
Some College	68.7	31.3	
College Graduate	66.7	33.3	
Graduate School	59.1	40.9	.17412
Location			
Farm or Ranch	72.2	27.8	
Rural nonfarm	64.3	35.7	
Small town	83.5	16.5	
Town	65.4	34.6	
Small City	70.9	29.1	
City	66.8	33.2	
Metropolis	64.6	35.6	.08284
Occupation			
Farmer-Rancher	77.5	22.5	
Laborer	79.3	20.7	
SVC Workers	60.9	39.1	
Operatives	80.7	19.3	
Crafts-Foremen	64.3	35.7	
Clerical-Sales	68.1	31.9	
Manager	65.4	34.6	
Professional	68.8	31.2	.04432
Income			
Less than $10,000	69.3	30.7	
$10,000 - $19,999	67.3	32.7	
$20,000 - $29,999	67.7	32.3	
$30,000 - $39,999	72.5	27.5	
$40,000 and above	68.0	32.0	-.01515

TABLE 22

"FACULTY PERFORMANCE CRITERIA IN FOUR-YEAR COLLEGES AND UNIVERSITIES: RESEARCH AND PUBLICATIONS"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	65.7	34.3	
Sex			
Male	63.3	36.7	
Female	67.9	32.1	-.04522
Age			
Under 25	73.2	26.8	
25-39	68.8	31.2	
40-59	63.2	36.8	
60 and over	58.2	41.8	.15528
Race			
White (Not Hispanic)	63.7	36.3	
Hispanic	76.0	24.0	-.12252
Education			
0-8 years	54.4	45.6	
9-12 years	64.7	35.3	
H.S. or G.E.D.	71.0	29.0	
Some College	67.5	32.5	
College Graduate	58.6	41.4	
Graduate School	63.3	36.7	.07346
Location			
Farm or Ranch	63.1	36.9	
Rural nonfarm	71.2	28.8	
Small town	62.2	37.8	
Town	61.8	38.2	
Small City	62.0	38.0	
City	74.4	25.6	
Metropolis	63.8	36.2	.00061
Occupation			
Farmer-Rancher	66.5	33.5	
Laborer	63.5	36.5	
SVC Workers	68.9	31.1	
Operatives	58.3	41.7	
Crafts-Foremen	64.4	35.6	
Clerical-Sales	62.7	37.3	
Manager	60.8	39.2	-.04329
Professional	69.3	30.7	
Income			
Less than $10,000	65.8	34.2	
$10,000 - $19,999	60.5	39.5	
$20,000 - $29,999	69.7	30.3	
$30,000 - $39,999	69.1	30.9	
$40,000 and above	65.1	34.9	-.05572

TABLE 23

"FACULTY PERFORMANCE CRITERIA IN FOUR-YEAR COLLEGES AND UNIVERSITIES: SERVICE TO LOCAL COMMUNITIES AND STATE GOVERNMENT"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	40.4	59.6	
Sex			
Male	39.6	60.4	
Female	41.1	58.9	-.01437
Age			
Under 25	38.9	61.1	
25-39	40.7	59.3	
40-59	38.5	61.5	
60 and over	45.3	54.7	-.02610
Race			
White (Not Hispanic)	38.9	61.1	
Hispanic	53.7	46.3	-.14820
Education			
0-8 years	48.3	51.7	
9-12 years	36.3	63.7	
H.S. or G.E.D.	49.0	51.0	
Some College	36.7	63.3	
College Graduate	32.6	67.4	
Graduate School	44.9	55.1	.05404
Location			
Farm or Ranch	41.2	58.8	
Rural nonfarm	41.2	58.8	
Small town	39.7	60.3	
Town	35.3	64.7	
Small City	43.2	56.8	
City	35.8	64.2	
Metropolis	42.0	58.0	-.00610
Occupation			
Farmer-Rancher	39.5	60.5	
Laborer	22.9	77.1	
SVC Workers	62.7	37.3	
Operatives	54.1	45.9	
Crafts-Foremen	41.7	58.3	
Clerical-Sales	28.9	71.1	
Manager	40.7	59.3	
Professional	44.3	55.7	-.02335
Income			
Less than $10,000	53.6	46.4	
$10,000 - $19,999	34.2	65.8	
$20,000 - $29,999	38.1	61.9	
$30,000 - $39,999	48.6	51.4	
$40,000 and above	33.9	66.1	.06848

is the same at both types of schools. In fact, the percentage of positive responses for any given criterion is almost identical at both two-year and four-year institutions, except for research and publications, which is seen as being a more important criterion at four-year schools (65.7%) than at two-year community colleges (54.8%).

In summary, three criteria are commonly used to evaluate the performance of college and university professors--teaching, research, and service. If one categorizes the above criteria into one of these three classifications, more respondents feel that teaching should be used as a criterion for evaluating faculty performance than those who feel that research and publications or service should be used. Finally, it appears from the findings that Coloradoans feel that no single criterion should be used to evaluate faculty performance, but rather a combination of several.

HIGHER EDUCATION COMPARED TO OTHER STATE PRIORITIES

Colorado residents were asked to rank the priority that higher education and other state programs should receive. The question was presented to respondents in the following way:

> The state legislature is required to make decisions about how much money to spend on various state programs. What priority do you think the legislature should give each of the following?

Figure 6 shows the percentage of residents who feel that the particular issue in question should receive either first or second priority by the state legislature. The issues are presented in descending order of agreement. Higher education is tied for sixth among the 15 issues studied.

TABLE 24

"FACULTY PERFORMANCE CRITERIA IN FOUR-YEAR COLLEGES AND UNIVERSITIES: SERVICE TO BUSINESS AND INDUSTRY"

	YES (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	38.5	61.5	
Sex			
Male	41.9	58.1	
Female	35.3	64.7	.06531
Age			
Under 25	40.4	59.6	
25-39	39.0	61.0	
40-59	36.8	63.2	
60 and over	40.1	59.9	.01649
Race			
White (Not Hispanic)	36.9	63.1	
Hispanic	62.7	37.3	-.25737
Education			
0-8 years	38.9	61.1	
9-12 years	32.8	67.2	
H.S. or G.E.D.	41.1	58.9	
Some College	36.4	63.6	
College Graduate	37.2	62.8	
Graduate School	42.7	57.3	-.02724
Location			
Farm or Ranch	42.3	57.7	
Rural nonfarm	33.0	67.0	
Small town	32.4	67.6	
Town	38.6	61.4	
Small City	41.1	58.9	
City	33.7	66.3	
Metropolis	42.3	57.7	-.04425
Occupation			
Farmer-Rancher	41.7	58.3	
Laborer	24.7	75.3	
SVC Workers	50.2	49.8	
Operatives	49.8	50.2	
Crafts-Foremen	37.4	62.6	
Clerical-Sales	28.9	71.1	
Manager	38.7	61.3	
Professional	41.1	58.9	-.01514
Income			
Less than $10,000	37.5	62.5	
$10,000 - $19,999	35.6	64.4	
$20,000 - $29,999	37.9	62.1	
$30,000 - $39,999	44.6	55.4	
$40,000 and above	40.5	59.5	-.06319

Figure 5

CRITERIA FOR EVALUATING FACULTY PERFORMANCE

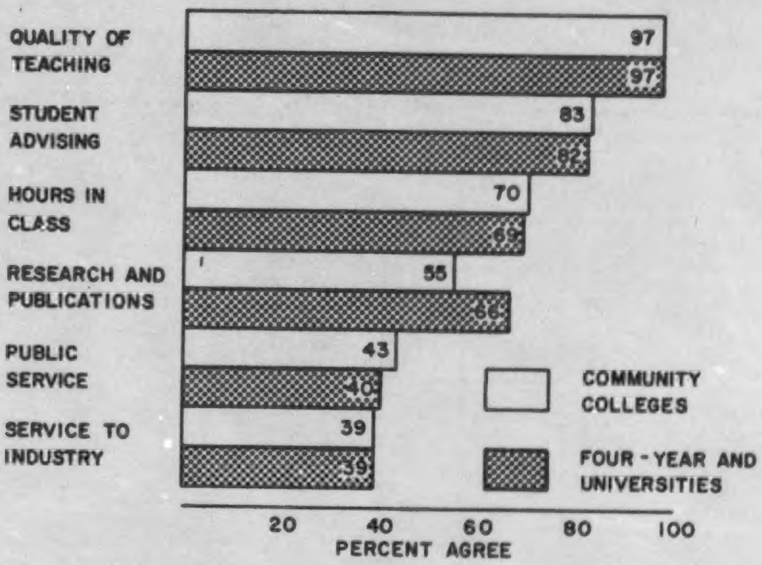
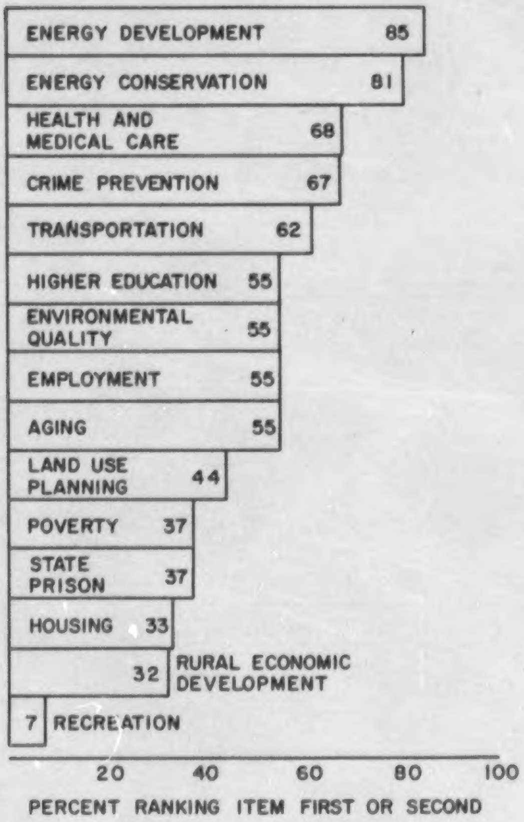


Figure 6

PRIORITIES THE STATE LEGISLATURE SHOULD GIVE TO 15 STATE ISSUES



Tables 25 through 39 present frequency distributions as well as breakdowns by each of the demographic factors for each of the issues. Background characteristics of the respondents make a difference in 13 of the 15 issues. As shown in Table 25, responses by demographic categories were not significant for energy development. Table 26 shows that Hispanics give energy conservation higher priority (93.6%) than do Whites (81.6%). Regarding health and medical care, (Table 27), Hispanic residents feel that it should have higher priority (89.7%) than do Whites (66.0%). Those earning less than $10,000 per year feel that health and medical care should have higher priority (81.0%) than do higher income groups (81.0% and 65.4%, respectively).

Respondents also differ in their views on crime prevention (Table 28). Colorado residents 60 and above feel more strongly that it should receive higher priority (83.9%) than do those 25 to 39 years old (57.9%). Those who have a high school degree or less feel most strongly that crime prevention should have higher priority (74.9%). Those who have had at least some college are not quite so strong in their feeling that crime prevention should have first or second priority (62.8%).

As can be seen in Table 29, transportation is given higher priority by residents living in metropolitan areas (77.9%) than by those living in small cities (50.3%) or on farms and ranches (52.4%). Higher education is tied for sixth place along with environmental quality, employment, and aging. Table 30 shows that Hispanics feel that higher education should have higher priority (78.9%) than do Whites (54.0%).

According to Table 31, respondents under 40 years old are somewhat more supportive in giving environmental quality higher priority (61.1%) than those 40 and over (48.8%). Sex, race, education, and income are all related to how Colorado citizens rank employment as

TABLE 25

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO ENERGY DEVELOPMENT"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	62.9	22.4	10.5	2.8	1.4	
Sex						
Male	61.9	24.0	10.0	2.3	1.7	
Female	63.8	20.9	10.9	3.2	1.2	-.01096
Age						
Under 25	62.0	29.5	7.7	.6	.3	
25-39	62.7	21.1	11.2	3.6	1.4	
40-59	63.1	21.3	10.9	3.0	1.7	
60 and over	63.5	24.2	9.4	1.1	1.8	-.00714
Race						
White (Not Hispanic)	61.7	23.0	10.9	2.9	1.5	
Hispanic	73.7	20.7	3.1	1.3	1.1	-.13797
Education						
0-8 years	49.5	20.9	24.0	2.3	3.4	
9-12 years	60.7	29.5	6.8	1.0	2.1	
H.S. or G.E.D.	72.4	14.6	6.6	5.6	.9	
Some College	62.3	22.1	11.7	2.4	1.6	
College Graduate	56.5	31.6	10.3	1.0	.6	
Graduate School	60.9	22.3	12.4	2.4	2.0	.06514
Location						
Farm or Ranch	55.2	32.4	7.7	3.3	1.5	
Rural nonfarm	65.0	20.8	10.6	3.0	.6	
Small town	62.8	9.9	23.1	2.1	2.1	
Town	74.4	14.7	5.3	3.3	2.3	
Small City	64.7	20.8	8.0	5.4	1.0	
City	58.3	16.4	17.4	4.0	3.8	
Metropolis	63.0	29.4	6.6	.7	.3	-.03071
Occupation						
Farmer-Rancher	50.9	26.4	15.9	4.2	2.5	
Laborer	64.8	26.3	5.3	2.3	1.3	
SVC Workers	59.1	25.0	13.2	.3	2.4	
Operatives	82.2	7.9	4.1	3.0	2.9	
Crafts-Foremen	66.0	23.1	6.3	4.1	.5	
Clerical-Sales	65.4	21.1	11.0	1.5	1.1	
Manager	65.0	24.5	8.2	1.0	1.2	
Professional	62.1	18.6	13.5	4.1	1.7	-.00079
Income						
Less than $10,000	63.0	15.2	16.8	3.4	1.6	
$10,000 - $19,999	62.6	25.5	9.0	1.4	1.5	
$20,000 - $29,999	61.7	21.5	12.4	2.6	1.9	
$30,000 - $39,999	56.5	29.8	6.6	6.3	.8	
$40,000 and above	72.5	19.0	6.0	1.6	.9	-.04429

TABLE 26

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO ENERGY CONSERVATION"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	58.4	22.9	13.6	2.4	2.7	
Sex						
Male	59.1	23.5	13.4	2.3	1.7	
Female	57.9	22.3	13.8	2.5	3.7	.02383
Age						
Under 25	49.1	39.5	11.0	.2	.3	
25-39	64.3	16.2	15.5	1.4	2.7	
40-59	58.8	21.6	12.0	4.2	3.4	
60 and over	47.4	34.0	13.7	1.9	2.9	.07663
Race						
White (Not Hispanic)	58.6	23.0	13.0	2.6	2.8	
Hispanic	73.3	20.3	5.4	.7	.3	-.17158
Education						
0-8 years	31.5	42.7	22.5	1.0	2.3	
9-12 years	77.5	13.3	5.8	1.4	2.0	
H.S. or G.E.D.	56.5	20.3	15.0	5.1	3.1	
Some College	57.9	25.4	12.2	1.3	3.2	
College Graduate	48.1	29.0	17.9	3.7	1.3	
Graduate School	68.0	15.9	12.6	.5	3.0	-.02273
Location						
Farm or Ranch	53.8	27.6	13.6	3.0	2.1	
Rural nonfarm	64.5	19.4	13.9	1.3	.8	
Small town	52.8	19.9	18.6	2.2	6.5	
Town	60.2	23.4	11.7	3.4	1.3	
Small City	50.3	24.4	19.2	1.1	4.9	
City	57.7	25.7	12.2	1.6	2.9	
Metropolis	61.7	21.6	11.1	3.4	2.1	-.03659
Occupation						
Farmer-Rancher	44.7	38.8	11.0	2.9	2.6	
Laborer	66.1	21.5	4.4	.6	7.4	
SVC Workers	60.6	15.1	20.2	2.0	2.1	
Operatives	46.5	28.0	21.1	2.1	2.2	
Crafts-Foremen	50.4	19.1	26.7	1.1	2.7	
Clerical-Sales	67.3	17.9	10.0	2.7	2.0	
Manager	46.9	26.8	18.1	6.0	2.3	
Professional	64.6	19.4	11.2	.9	3.9	-.07780
Income						
Less than $10,000	57.1	27.6	12.8	.5	2.1	
$10,000 - $19,999	58.9	24.5	11.4	2.7	2.5	
$20,000 - $29,999	55.9	21.3	17.4	1.5	3.9	
$30,000 - $39,999	58.9	18.4	15.6	3.8	3.2	
$40,000 and above	63.8	21.7	9.0	4.3	1.2	-.00790

TABLE 27

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO HEALTH AND MEDICAL CARE"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	34.7	33.1	23.2	6.6	2.4	
Sex						
Male	30.9	37.2	21.5	8.6	1.8	
Female	38.2	29.5	24.6	4.7	3.0	-.05413
Age						
Under 25	33.9	33.6	24.4	7.9	.2	
25-39	30.2	34.9	25.1	7.1	2.8	
40-59	36.9	32.3	21.2	7.3	2.2	
60 and over	42.6	30.0	21.7	2.5	3.2	-.09149
Race						
White (Not Hispanic)	33.0	33.0	24.4	7.1	2.6	
Hispanic	40.5	49.2	8.3	2.0	0	-.21269
Education						
0-8 years	59.7	12.9	22.6	2.0	2.9	
9-12 years	33.8	42.9	21.4	1.5	.5	
H.S. or G.E.D.	42.7	27.8	21.8	6.8	.9	
Some College	33.1	33.9	24.3	5.0	3.7	
College Graduate	25.6	35.3	23.5	12.8	2.7	
Graduate School	33.1	35.5	22.8	6.8	1.7	.10432
Location						
Farm or Ranch	30.8	36.9	20.8	8.7	2.7	
Rural nonfarm	34.5	38.1	23.6	2.3	1.5	
Small town	50.7	27.6	11.5	4.8	5.3	
Town	27.3	37.7	27.4	4.8	2.8	
Small City	41.5	24.2	26.7	6.7	1.1	
City	34.5	33.2	23.3	7.1	1.8	
Metropolis	29.9	34.9	24.1	8.5	2.6	.105583
Occupation						
Farmer-Rancher	30.2	39.8	17.9	8.7	3.4	
Laborer	25.7	36.5	30.8	4.6	2.3	
SVC Workers	45.6	19.0	23.5	9.3	2.6	
Operatives	49.4	30.1	12.8	3.1	4.6	
Crafts-Foremen	35.5	26.2	30.7	7.4	.2	
Clerical-Sales	40.1	23.7	26.9	5.3	4.0	
Manager	24.7	38.5	23.7	11.3	1.8	
Professional	31.0	40.3	21.4	5.8	1.5	.01469
Income						
Less than $10,000	47.5	33.5	9.9	6.4	2.7	
$10,000 - $19,999	42.1	26.7	23.5	6.3	1.5	
$20,000 - $29,999	27.9	35.3	26.8	7.1	2.8	
$30,000 - $39,999	24.5	38.0	30.8	2.6	4.1	
$40,000 and above	28.0	37.0	23.3	10.2	1.5	.17086

TABLE 28

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO CRIME PREVENTION"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	38.3	28.2	25.0	6.6	1.8	
Sex						
Male	33.3	30.2	28.2	7.4	1.1	
Female	42.8	26.5	22.3	5.9	2.5	-.09292
Age						
Under 25	23.8	43.2	24.7	7.9	.4	
25-39	29.3	28.6	30.3	10.0	1.8	
40-59	43.0	26.3	25.3	4.3	1.1	
60 and over	61.7	22.2	9.5	2.2	4.4	-.26799
Race						
White (Not Hispanic)	37.6	27.8	26.1	6.7	1.8	
Hispanic	48.2	21.9	19.6	9.9	.4	-.09043
Education						
0-8 years	57.3	11.3	27.2	.6	3.6	
9-12 years	53.1	20.8	24.1	1.4	.6	
H.S. or G.E.D.	48.4	27.7	17.2	5.5	1.2	
Some College	40.2	26.4	26.4	5.7	1.2	
College Graduate	13.9	39.1	35.1	11.0	.9	
Graduate School	34.3	28.7	23.0	9.2	4.8	.21170
Location						
Farm or Ranch	39.8	37.9	17.7	3.9	.7	
Rural nonfarm	40.0	25.9	29.3	3.6	1.2	
Small town	40.9	21.4	32.7	1.4	3.7	
Town	41.8	29.1	17.2	7.7	4.2	
Small City	49.0	17.2	21.7	10.8	1.4	
City	33.0	26.7	30.4	8.9	1.1	
Metropolis	32.9	33.8	25.2	6.1	2.1	.07316
Occupation						
Farmer-Rancher	44.1	34.6	16.2	4.5	.6	
Laborer	36.0	19.3	41.9	1.6	1.2	
SVC Workers	42.1	10.9	44.6	1.6	.8	
Operatives	38.3	29.4	15.7	13.9	2.7	
Crafts-Foremen	38.2	26.8	25.3	9.4	.3	
Clerical-Sales	47.6	26.1	15.7	8.7	2.0	
Manager	23.3	38.9	29.0	3.8	5.1	
Professional	36.3	27.3	27.9	7.2	1.3	.07075
Income						
Less than $10,000	47.4	22.7	18.6	8.6	2.7	
$10,000 - $19,999	40.5	30.4	22.2	5.7	1.3	
$20,000 - $29,999	37.5	30.4	23.0	6.3	2.8	
$30,000 - $39,999	36.3	30.1	22.3	10.7	.6	
$40,000 and above	26.5	24.1	45.5	2.6	1.3	.12240

TABLE 29

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO TRANSPORTATION"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	29.0	33.3	26.5	7.9	3.3	
Sex						
Male	30.5	32.6	24.4	9.2	3.5	
Female	27.6	34.0	28.4	6.8	3.1	.01629
Age						
Under 25	16.2	36.6	36.1	9.4	1.8	
25-39	27.9	36.4	21.6	10.5	3.6	
40-59	30.8	32.6	28.4	5.3	2.8	
60 and over	36.0	24.1	29.2	6.4	4.4	-.08111
Race						
White (Not Hispanic)	28.8	33.3	26.4	8.1	3.4	
Hispanic	39.6	12.9	34.5	11.4	1.6	-.00585
Education						
0-8 years	16.8	16.8	53.1	7.0	6.3	
9-12 years	33.5	21.4	33.8	8.2	3.1	
H.S. or G.E.D.	27.9	32.9	26.2	7.9	5.1	
Some College	30.2	31.9	26.8	7.4	3.7	
College Graduate	23.8	36.4	28.6	10.4	.8	
Graduate School	32.1	40.9	18.0	7.2	1.9	-.07344
Location						
Farm or Ranch	23.2	29.2	37.4	7.3	2.8	
Rural nonfarm	30.4	38.3	23.6	5.1	2.6	
Small town	25.7	22.2	31.1	12.5	8.6	
Town	27.5	20.5	34.7	11.1	6.1	
Small City	23.9	26.4	35.0	12.0	2.7	
City	26.5	34.9	26.2	7.4	5.1	
Metropolis	36.6	41.3	17.0	4.3	.7	-.15033
Occupation						
Farmer-Rancher	18.0	30.9	43.4	4.6	3.0	
Laborer	34.4	21.3	40.3	2.0	2.1	
SVC Workers	33.0	15.5	29.7	17.1	4.6	
Operatives	15.7	30.6	39.3	9.1	5.3	
Crafts-Foremen	44.6	24.3	14.1	14.0	3.0	
Clerical-Sales	22.6	40.9	23.3	7.8	5.3	
Manager	23.9	41.0	25.5	6.6	3.1	
Professional	32.8	34.8	23.7	7.1	1.5	-.09732
Income						
Less than $10,000	29.1	24.1	34.2	9.2	3.3	
$10,000 - $19,999	38.1	27.1	23.4	8.5	2.8	
$20,000 - $29,999	23.8	40.7	22.6	7.7	5.2	
$30,000 - $39,999	23.7	38.4	26.9	9.5	1.4	
$40,000 and above	25.1	37.4	31.3	4.1	2.1	.01822

TABLE 30

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO HIGHER EDUCATION"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	18.0	37.0	33.5	8.0	3.6	
Sex						
Male	17.9	36.3	33.8	8.6	3.5	
Female	18.1	37.7	33.2	7.4	3.6	-.01718
Age						
Under 25	14.7	55.3	25.4	4.0	.6	
25-39	18.3	32.3	35.0	10.5	4.0	
40-59	16.9	39.6	33.9	6.2	3.4	
60 and over	22.2	31.6	33.6	7.9	4.7	.00241
Race						
White (Not Hispanic)	16.7	37.3	34.2	8.5	3.2	
Hispanic	37.3	41.6	8.4	1.9	10.9	-.27579
Education						
0-8 years	18.6	19.9	34.1	19.9	7.5	
9-12 years	26.1	31.5	30.1	9.5	2.8	
H.S. or G.E.D.	23.4	33.3	30.8	10.5	2.1	
Some College	16.0	39.4	31.0	7.1	6.5	
College Graduate	9.4	40.2	46.3	3.4	.6	
Graduate School	19.9	38.1	32.4	8.5	1.2	.00632
Location						
Farm or Ranch	18.4	30.3	33.0	15.1	3.1	
Rural nonfarm	17.9	44.4	29.1	6.5	2.1	
Small town	29.8	35.2	23.8	4.4	6.6	
Town	14.9	28.7	38.3	13.6	4.5	
Small City	19.5	25.0	46.2	8.4	.9	
City	15.9	42.5	29.2	6.9	5.6	
Metropolis	14.3	41.3	35.0	6.0	3.4	.00381
Occupation						
Farmer-Rancher	12.7	31.1	36.0	17.2	3.1	
Laborer	25.6	33.6	31.1	8.1	1.6	
SVC Workers	30.3	33.9	27.3	5.3	3.1	
Operatives	33.9	19.7	27.7	16.0	2.7	
Crafts-Foremen	30.8	19.7	39.5	3.6	6.4	
Clerical-Sales	16.7	35.9	33.3	8.8	5.3	
Manager	11.6	42.3	38.6	4.6	2.9	
Professional	15.5	43.6	30.5	7.8	2.6	-.02221
Income						
Less than $10,000	33.5	35.7	20.1	6.1	4.5	
$10,000 - $19,999	14.1	40.7	36.1	7.4	1.7	
$20,000 - $29,999	14.2	35.0	35.1	11.5	4.1	
$30,000 - $39,999	12.3	38.8	39.1	2.6	7.2	
$40,000 and above	21.1	33.0	34.7	9.7	1.5	.11381

a priority. As shown in Table 32, females give it higher priority (61.5%) than do males (48.1%). Sixty-four percent of Hispanics favor giving it first or second priority. Residents who have completed high school or less rank employment as a higher priority (67.8%) than do those who have had more education (49.7%). Finally, the lower the income level of the respondent, the greater the priority ranking he/she will give employment. More than 60 percent (63.2%) of those earning less than $10,000 compared to 45.7 percent among those earning $40,000 and above ranked employment as a high priority area.

As can be seen in Table 33, those who have a high school education or less agree more strongly that aging should receive high priority (62.8%) than those with at least some college (49.3%). Income level is negatively related to one's views about the priority "aging" should receive. About two-thirds (68.4%) of the respondents earning less than $10,000 rank aging as a first or second priority issue compared to less than half (47.5%) of those earning $40,000 and above. Responses to the priority that land use planning should receive are consistent across all demographic categories. (See Table 34).

Table 35 shows that race, education, and income are all related to how Colorado residents feel about the issue of poverty. Over half (54.5%) of the Hispanics believe poverty should receive first or second priority compared to only a third (34.5%) of Whites. Respondents who have not attended college give poverty a higher priority (48.4%) than do those who have gone to college (31.5%). Income level is closely related to feelings about the priority the issue of poverty should have. For those earning less than $20,000, poverty is seen as deserving higher priority (49.2%) than those in higher income brackets (26.0%).

TABLE 31

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO ENVIRONMENTAL QUALITY"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	35.4	19.8	28.9	9.1	6.9	
Sex						
Male	33.8	19.1	29.5	11.7	5.9	
Female	36.8	20.4	28.3	6.7	7.8	-.04669
Age						
Under 25	35.2	22.7	38.3	2.8	1.0	
25-39	41.1	21.3	24.3	8.5	4.8	
40-59	33.5	16.6	31.2	10.2	8.5	
60 and over	23.9	21.7	29.6	12.1	12.6	.17161
Race						
White (Not Hispanic)	34.9	20.3	28.4	9.2	7.2	
Hispanic	32.5	15.3	48.4	3.0	.9	-.00959
Education						
0-8 years	11.4	4.7	36.1	31.2	16.6	
9-12 years	28.1	23.9	33.8	9.3	4.9	
H.S. or G.E.D.	36.7	20.0	25.3	9.3	8.6	
Some College	36.1	17.7	29.7	8.2	8.3	
College Graduate	31.7	25.9	29.5	8.7	4.1	
Graduate School	41.4	19.7	28.0	7.5	3.4	-.09289
Location						
Farm or Ranch	21.4	17.2	34.3	14.1	13.0	
Rural nonfarm	32.6	33.1	25.2	5.7	3.4	
Small town	26.3	20.7	17.9	10.8	24.4	
Town	30.5	22.3	31.1	6.1	10.0	
Small City	43.4	17.7	24.0	11.6	3.2	
City	38.6	20.6	30.1	6.4	4.3	
Metropolis	39.3	15.0	33.4	9.4	2.9	-.11188
Occupation						
Farmer-Rancher	15.1	19.4	34.8	13.2	17.4	
Laborer	51.5	17.2	14.6	8.9	7.8	
SVC Workers	45.7	17.6	24.6	5.6	6.5	
Operatives	21.0	22.9	29.6	19.4	7.1	
Crafts-Foremen	54.1	7.8	28.1	5.2	4.9	
Clerical-Sales	41.3	19.8	22.6	6.2	10.1	
Manager	21.5	29.3	32.7	11.4	5.1	
Professional	35.1	19.9	32.2	9.8	3.0	-.03156
Income						
Less than $10,000	35.5	19.4	22.6	9.3	13.2	
$10,000 - $19,999	39.9	20.2	26.3	6.8	6.7	
$20,000 - $29,999	33.5	18.3	32.3	9.2	6.7	
$30,000 - $39,999	35.1	19.4	33.6	10.5	1.4	
$40,000 and above	29.6	22.8	30.1	11.8	5.7	.02589

TABLE 32

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO EMPLOYMENT"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	31.0	24.2	30.0	9.5	5.4	
Sex						
Male	24.7	23.4	32.9	12.0	6.9	
Female	36.6	24.9	27.5	7.2	4.0	-.17193
Age						
Under 25	18.2	39.5	33.5	2.9	5.9	
25-39	27.8	20.4	34.8	10.5	6.5	
40-59	35.6	23.7	26.3	11.1	3.3	
60 and over	36.7	26.1	23.2	7.1	6.9	-.11414
Race						
White (Not Hispanic)	29.6	24.8	30.1	10.2	5.3	
Hispanic	43.8	20.2	33.8	1.8	.4	-.19248
Education						
0-8 years	50.5	17.2	28.9	2.8	.6	
9-12 years	47.4	28.5	19.1	2.3	2.6	
H.S. or G.E.D.	40.6	24.9	21.1	9.8	3.7	
Some College	30.2	19.6	35.2	8.6	6.4	
College Graduate	19.4	21.6	41.0	14.5	3.5	
Graduate School	21.8	35.2	23.9	10.3	8.7	.19086
Location						
Farm or Ranch	19.2	30.4	32.5	12.7	5.1	
Rural nonfarm	35.4	25.8	26.5	5.9	6.4	
Small town	37.8	22.2	27.2	5.9	7.0	
Town	30.7	24.6	30.1	8.5	6.1	
Small City	45.0	17.3	26.8	5.5	5.3	
City	27.3	29.7	26.9	12.6	3.5	
Metropolis	26.9	22.1	34.0	11.5	5.5	.03597
Occupation						
Farmer-Rancher	15.0	32.6	32.0	16.3	4.0	
Laborer	45.1	17.4	11.6	9.5	16.3	
SVC Workers	52.7	24.9	18.5	1.3	2.6	
Operatives	53.6	16.8	18.8	6.0	4.8	
Crafts-Foremen	41.4	14.7	37.0	5.1	1.7	
Clerical-Sales	29.3	26.2	26.1	9.3	9.2	
Manager	17.1	23.8	38.6	13.9	6.8	
Professional	29.9	25.9	30.8	10.5	2.7	.04760
Income						
Less than $10,000	40.7	22.5	30.4	4.3	2.1	
$10,000 - $19,999	34.4	26.0	27.0	9.0	3.5	
$20,000 - $29,999	27.3	25.5	31.4	8.7	7.1	
$30,000 - $39,999	23.5	25.2	25.1	18.7	7.5	
$40,000 and above	26.9	18.8	37.7	9.1	7.5	.16225

TABLE 33

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO AGING"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	26.7	28.7	28.3	9.1	7.1	
Sex						
Male	24.2	26.9	27.2	9.9	11.9	
Female	29.0	30.3	25.3	8.5	2.8	-.12735
Age						
Under 25	22.9	30.6	24.1	13.8	8.6	
25-39	22.7	27.2	31.8	9.0	9.4	
40-59	30.6	31.3	23.8	9.2	5.0	
60 and over	31.2	25.2	32.3	6.3	5.0	-.12042
Race						
White (Not Hispanic)	26.4	27.8	29.4	9.9	6.6	
Hispanic	23.0	51.0	10.9	2.4	12.7	-.08921
Education						
0-8 years	42.6	21.5	30.8	2.4	2.6	
9-12 years	36.0	31.1	27.4	3.8	1.7	
H.S. or G.E.D.	41.0	20.5	29.2	6.2	3.2	
Some College	23.5	34.1	24.9	9.1	8.5	
College Graduate	14.6	24.1	41.6	9.3	10.4	
Graduate School	21.0	31.3	22.9	15.8	8.9	.20538
Location						
Farm or Ranch	32.4	26.9	29.5	3.8	7.4	
Rural nonfarm	23.5	28.3	30.3	10.7	7.1	
Small town	45.3	23.9	17.4	6.4	7.0	
Town	26.5	19.5	30.2	6.0	17.8	
Small City	32.4	24.7	31.6	5.3	6.1	
City	21.4	30.2	32.4	9.0	7.0	
Metropolis	21.5	33.9	25.4	14.2	5.0	.06136
Occupation						
Farmer-Rancher	34.1	32.9	23.1	2.6	7.3	
Laborer	19.5	15.3	43.2	3.3	18.7	
SVC Workers	40.7	11.6	43.2	3.2	1.4	
Operatives	46.6	16.6	13.0	8.1	15.8	
Crafts-Foremen	35.9	26.1	19.7	3.2	15.0	
Clerical-Sales	33.3	29.2	23.2	11.3	2.9	
Manager	17.6	25.5	34.8	8.0	14.1	
Professional	17.4	34.6	31.9	11.2	4.9	.12911
Income						
Less than $10,000	43.7	24.7	17.8	3.4	10.3	
$10,000 - $19,999	31.1	30.8	28.5	5.8	3.8	
$20,000 - $29,999	20.4	28.9	27.3	11.9	11.4	
$30,000 - $39,999	17.6	28.9	36.4	15.3	1.7	
$40,000 and above	19.1	28.4	34.2	11.2	7.2	.19676

TABLE 34

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO LAND USE PLANNING"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	20.4	23.6	28.4	14.5	13.1	
Sex						
Male	18.5	23.7	27.0	14.8	16.0	
Female	22.2	23.5	29.7	14.2	10.4	-.07618
Age						
Under 25	29.6	16.1	24.5	15.2	14.6	
25-39	20.7	25.8	32.4	10.7	10.3	
40-59	19.7	20.8	29.5	16.4	13.7	
60 and over	15.4	29.5	16.9	19.8	18.4	.09561
Race						
White (Not Hispanic)	20.4	23.8	29.1	14.6	12.2	
Hispanic	26.8	20.5	16.1	15.1	21.5	.02227
Education						
0-8 years	25.5	20.4	32.7	8.8	12.6	
9-12 years	14.6	29.1	14.4	30.4	11.6	
H.S. or G.E.D.	22.1	22.8	29.1	10.6	15.4	
Some College	21.8	19.4	33.2	12.8	12.8	
College Graduate	10.7	30.6	33.0	15.8	9.9	
Graduate School	25.3	26.3	17.6	16.7	14.1	-.01765
Location						
Farm or Ranch	23.4	16.6	22.3	16.3	21.4	
Rural nonfarm	19.1	36.3	25.9	8.4	10.3	
Small town	15.3	13.9	31.3	20.6	18.9	
Town	16.8	31.8	31.5	11.6	8.3	
Small City	22.9	26.7	31.8	11.4	7.1	
City	20.7	22.3	29.4	14.3	13.3	
Metropolis	21.4	20.5	27.9	17.1	13.2	-.00070
Occupation						
Farmer-Rancher	15.9	17.2	20.4	19.3	27.2	
Laborer	35.3	14.9	17.2	27.0	5.5	
SVC Workers	33.7	10.6	49.6	1.6	4.5	
Operatives	15.7	31.8	14.6	16.7	21.2	
Crafts-Foremen	24.2	26.6	28.1	9.8	11.2	
Clerical-Sales	16.3	25.4	31.0	14.5	12.8	
Manager	10.0	20.0	44.9	9.7	15.3	
Professional	23.8	27.2	21.5	15.4	12.1	-.04211
Income						
Less than $10,000	23.5	18.3	25.1	17.9	15.3	
$10,000 - $19,999	21.5	28.1	27.5	8.2	14.8	
$20,000 - $29,999	20.6	25.3	26.8	14.2	13.1	
$30,000 - $39,999	16.4	15.8	41.2	19.7	6.8	
$40,000 and above	18.5	25.1	24.4	18.8	13.2	.03139

TABLE 35

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO POVERTY"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	16.4	20.2	35.6	18.1	9.7	
Sex						
Male	13.6	18.8	36.1	19.6	11.9	
Female	19.0	21.5	35.1	16.7	7.7	-.11432
Age						
Under 25	11.8	24.1	40.9	20.0	3.3	
25-39	14.2	19.7	35.8	19.9	10.5	
40-59	19.3	19.6	33.8	19.8	7.5	
60 and over	18.8	20.4	35.9	7.4	17.5	-.04165
Race						
White (Not Hispanic)	13.9	20.6	36.1	19.7	9.8	
Hispanic	34.2	20.2	39.2	4.1	2.4	-.33152
Education						
0-8 years	21.0	34.0	29.9	4.3	10.7	
9-12 years	22.9	25.0	26.7	17.6	7.7	
H.S. or G.E.D.	22.1	25.6	27.8	15.1	9.4	
Some College	18.1	17.3	36.7	17.4	10.5	
College Graduate	7.8	16.9	44.0	20.6	10.7	
Graduate School	10.2	18.6	39.7	23.3	8.2	.15180
Location						
Farm or Ranch	17.4	17.5	37.7	16.8	10.5	
Rural nonfarm	14.4	19.2	39.4	15.6	11.4	
Small town	26.9	22.0	22.2	15.5	13.4	
Town	11.3	25.4	39.6	13.0	10.6	
Small City	19.8	16.8	36.6	12.7	14.2	
City	16.5	26.1	33.5	14.8	9.1	
Metropolis	12.3	18.6	36.2	26.9	5.9	.03600
Occupation						
Farmer-Rancher	20.1	22.4	34.0	16.7	6.8	
Laborer	17.0	20.2	14.5	44.9	3.5	
SVC Workers	27.9	27.9	28.5	13.1	2.6	
Operatives	18.3	39.5	28.7	3.8	9.6	
Crafts-Foremen	11.0	27.3	37.9	6.7	17.0	
Clerical-Sales	22.7	16.0	32.7	20.5	21.4	
Manager	8.5	14.3	38.8	22.2	16.2	
Professional	11.9	22.5	37.3	20.7	7.6	.09805
Income						
Less than $10,000	29.7	23.1	31.0	5.4	10.8	
$10,000 - $19,999	19.1	28.4	26.4	18.5	7.7	
$20,000 - $29,999	10.2	20.0	35.7	24.4	9.8	
$30,000 - $39,999	12.1	8.3	49.3	17.8	12.5	
$40,000 and above	11.9	11.5	46.7	20.2	9.8	.21261

Colorado residents were asked what priority the state prison system should receive (see Table 36). Over fifty percent (54.3%) of those 60 years old and above believe it should receive first or second priority. On the other hand, less than a third (28.1%) of those under 25 feel that way. Respondents who earned less than $20,000 feel that the prison system should receive higher priority (46.6%) than those earning $20,000 and over (28.6%).

As shown in Table 37, housing is seen as deserving much higher priority by Hispanics (50.1%) than it is for Whites (30.4%). Both higher and lower income groups feel that housing should receive a higher priority than do middle income groups. For those earning less than $20,000 and those earning $40,000 and above, 42.1 percent and 32.7% favor a higher priority being given to housing. This is in contrast to those earning from $20,000 to $40,000, among whom only 23.2 percent give housing that high a priority.

As might be expected, Colorado residents living on farms and ranches believe that the issue of rural economic development should receive higher priority (59.3%) than do residents of cities (17.9%) and metropolitan areas (23.9%). See Table 38. Regardless of the background characteristics of the respondent, very few persons feel that recreation should receive very high priority. See Table 39.

TABLE 36

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO STATE PRISON SYSTEM"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	12.8	23.9	31.0	22.2	10.1	
Sex						
Male	11.9	22.4	34.4	21.6	9.7	
Female	13.7	25.3	27.8	22.7	11.6	-.01847
Age						
Under 25	5.9	22.2	33.1	29.9	8.9	
25-39	10.1	23.0	29.4	25.8	11.6	
40-59	15.7	20.4	35.0	19.2	9.6	
60 and over	18.1	36.2	23.9	13.8	8.0	-.16804
Race						
White (Not Hispanic)	12.0	24.7	31.8	21.9	9.6	
Hispanic	17.7	21.0	21.1	15.8	24.3	.06081
Education						
0-8 years	35.2	15.7	33.2	5.7	10.2	
9-12 years	13.5	18.1	32.3	18.3	17.8	
H.S. or G.E.D.	19.3	23.4	23.7	25.9	7.7	
Some College	12.3	25.2	27.7	23.7	11.0	
College Graduate	4.2	23.2	38.6	23.1	10.8	
Graduate School	9.9	25.7	19.5	17.0	7.9	.04023
Location						
Farm or Ranch	14.1	32.5	23.1	23.5	6.8	
Rural nonfarm	15.6	17.8	33.8	23.4	9.5	
Small town	19.4	15.8	34.6	17.4	12.8	
Town	10.3	25.2	30.8	22.0	11.7	
Small City	16.2	21.4	23.0	26.9	12.6	
City	7.0	19.6	38.1	20.5	14.8	
Metropolis	10.2	29.5	32.4	20.6	7.2	.01226
Occupation						
Farmer-Rancher	6.6	38.4	21.7	27.0	6.3	
Laborer	13.7	14.4	56.6	7.9	7.4	
SVC Workers	31.1	7.8	24.5	30.7	5.9	
Operatives	21.8	26.0	15.9	26.6	9.8	
Crafts-Foremen	15.7	18.9	32.3	19.5	13.5	
Clerical-Sales	18.5	23.9	26.1	21.7	9.8	
Manager	8.8	22.9	30.9	29.9	7.5	
Professional	7.0	23.8	39.1	16.2	13.9	.07377
Income						
Less than $10,000	22.0	30.3	21.5	19.8	6.4	
$10,000 - $19,999	17.0	26.3	31.0	15.6	10.1	
$20,000 - $29,999	16.7	24.7	33.9	23.7	11.0	
$30,000 - $39,999	9.0	11.1	40.9	25.5	13.5	
$40,000 and above	9.2	22.2	26.5	32.6	9.6	.19720

TABLE 37

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO HOUSING"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	12.7	20.3	41.5	17.0	8.4	
Sex						
Male	11.1	22.6	40.2	18.9	7.2	
Female	14.2	18.3	42.8	15.3	9.5	-.00471
Age						
Under 25	17.6	25.3	38.1	12.5	6.5	
25-39	9.6	22.5	41.1	18.2	8.5	
40-59	15.2	18.5	39.2	17.9	9.2	
60 and over	12.0	15.4	50.8	14.5	7.4	.03216
Race						
White (Not Hispanic)	11.4	19.0	43.2	17.3	9.1	
Hispanic	22.4	27.7	35.7	13.2	1.1	-.25076
Education						
0-8 years	32.0	20.6	39.0	2.2	6.2	
9-12 years	9.0	25.7	50.2	6.7	8.5	
H.S. or G.E.D.	13.9	24.3	38.8	16.8	6.2	
Some College	14.5	18.1	40.9	15.6	10.9	
College Graduate	5.5	17.6	48.7	23.7	4.6	
Graduate School	12.2	20.6	37.5	20.3	9.3	.10300
Location						
Farm or Ranch	7.1	17.3	46.6	17.1	11.9	
Rural nonfarm	12.1	18.1	46.6	15.3	7.9	
Small town	17.0	23.2	41.3	10.1	8.3	
Town	16.4	23.4	38.9	14.1	7.1	
Small City	16.3	26.6	30.9	20.1	6.1	
City	9.2	25.8	35.5	19.4	10.1	
Metropolis	12.3	15.5	45.9	18.4	7.8	.00966
Occupation						
Farmer-Rancher	4.8	24.4	46.2	15.7	8.9	
Laborer	15.3	12.8	52.9	13.7	5.3	
SVC Workers	29.1	20.0	40.9	6.1	3.9	
Operatives	22.0	23.9	34.3	11.3	8.4	
Crafts-Foremen	8.8	22.9	43.2	21.7	3.4	
Clerical-Sales	15.4	16.0	35.1	21.8	11.7	
Manager	5.4	20.8	50.1	12.1	11.6	
Professional	11.2	22.5	40.2	19.1	7.0	.03602
Income						
Less than $10,000	22.2	21.4	41.5	9.2	5.7	
$10,000 - $19,999	12.9	28.5	37.1	12.3	9.3	
$20,000 - $29,999	9.6	17.4	42.4	20.2	10.4	
$30,000 - $39,999	10.5	5.2	53.4	25.4	5.5	
$40,000 and above	9.6	23.1	37.2	21.4	8.8	.17795

TABLE 38

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO RURAL ECONOMIC DEVELOPMENT"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	10.9	21.2	40.2	17.9	9.8	
Sex						
Male	11.1	21.2	36.9	18.8	11.9	
Female	11.6	21.6	43.2	17.2	7.9	-.03954
Age						
Under 25	2.6	23.7	43.6	23.7	6.4	
25-39	9.9	20.4	37.7	19.1	13.0	
40-59	13.6	19.8	43.3	16.2	7.1	
60 and over	12.5	25.3	37.3	15.1	9.9	-.10608
Race						
White (Not Hispanic)	10.9	20.5	41.3	18.2	9.1	
Hispanic	3.0	24.2	34.7	25.6	12.4	.12443
Education						
0-8 years	24.0	11.1	47.9	10.7	6.4	
9-12 years	5.3	33.2	42.2	13.5	5.8	
H.S. or G.E.D.	11.3	26.4	39.5	15.8	7.0	
Some College	12.6	19.7	34.1	20.6	13.6	
College Graduate	9.5	19.0	46.6	20.9	4.0	
Graduate School	9.4	16.8	46.9	15.0	12.0	.07982
Location						
Farm or Ranch	25.6	33.7	24.9	6.1	9.7	
Rural nonfarm	10.8	22.3	51.1	11.5	4.3	
Small town	23.6	16.4	34.1	13.8	12.0	
Town	11.3	27.0	39.1	16.6	6.0	
Small City	10.4	20.1	40.2	17.8	11.5	
City	8.0	9.9	42.7	25.8	13.6	
Metropolis	2.6	21.3	43.8	22.2	10.0	.22986
Occupation						
Farmer-Rancher	27.9	34.7	18.8	6.6	12.0	
Laborer	12.9	15.7	50.7	10.2	10.5	
SVC Workers	15.4	29.1	46.9	4.0	4.6	
Operatives	14.1	32.7	40.3	8.0	4.8	
Crafts-Foremen	12.3	20.4	38.4	18.6	10.3	
Clerical-Sales	4.5	21.9	38.1	24.2	11.2	
Manager	10.3	12.7	44.7	14.7	17.6	
Professional	10.3	17.9	42.3	22.3	7.2	.14207
Income						
Less than $10,000	12.1	25.4	33.2	19.5	9.8	
$10,000 - $19,999	12.4	27.9	38.6	17.1	3.9	
$20,000 - $29,999	8.5	21.4	38.0	20.2	11.8	
$30,000 - $39,999	10.5	8.5	49.5	16.7	14.9	
$40,000 and above	11.2	14.4	46.9	14.4	13.0	.11794

TABLE 39

"PRIORITY THAT THE STATE LEGISLATURE SHOULD GIVE TO RECREATION"

	HIGHEST PRIORITY 1 (Percent)	2 (Percent)	3 (Percent)	4 (Percent)	LOWEST PRIORITY 5 (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	1.7	5.7	24.7	29.2	38.6	
Sex						
Male	3.0	8.0	22.7	31.4	34.8	
Female	.5	3.6	26.5	27.2	42.1	.08826
Age						
Under 25	.9	5.6	36.4	27.2	29.9	
25-39	1.9	8.0	23.5	28.4	38.2	
40-59	1.6	4.0	22.6	29.2	42.6	
60 and over	2.3	3.7	25.6	32.9	35.5	.07280
Race						
White (Not Hispanic)	1.8	5.4	25.2	28.9	38.6	
Hispanic	.7	7.6	20.8	39.5	31.5	-.03200
Education						
0-8 years	2.6	5.6	46.4	8.5	37.0	
9-12 years	1.9	3.3	9.9	36.1	48.8	
H.S. or G.E.D.	2.6	4.5	24.2	25.4	43.3	
Some College	1.9	4.4	19.7	30.1	43.9	
College Graduate	1.1	8.1	23.4	32.3	35.0	
Graduate School	.6	8.8	39.9	29.9	20.7	-.17009
Location						
Farm or Ranch	.3	1.5	17.5	23.1	57.6	
Rural nonfarm	1.7	2.6	27.8	36.9	30.9	
Small town	1.5	3.3	20.2	23.0	51.9	
Town	2.5	6.9	25.6	38.2	26.9	
Small City	.9	8.2	27.0	28.0	35.8	
City	.8	8.4	31.4	20.0	39.4	
Metropolis	3.2	6.7	23.5	34.5	32.1	-.12538
Occupation						
Farmer-Rancher	1.0	1.8	15.3	14.2	67.7	
Laborer	19.8	7.8	19.3	10.4	42.7	
SVC Workers	2.3	11.8	26.7	26.8	32.3	
Operatives	.2	4.2	29.2	38.5	27.9	
Crafts-Foremen	0	13.1	10.9	40.2	35.7	
Clerical-Sales	.6	3.5	21.9	35.1	38.9	
Manager	3.7	5.4	27.4	26.5	37.0	
Professional	.6	5.9	32.3	26.6	34.7	-.10467
Income						
Less than $10,000	1.8	7.7	20.1	30.3	40.0	
$10,000 - $19,999	2.3	6.9	26.1	27.1	37.6	
$20,000 - $29,999	1.8	5.5	26.1	30.6	36.0	
$30,000 - $39,999	.7	5.2	25.0	24.4	44.7	
$40,000 and above	1.4	1.6	24.2	34.7	38.1	.03202

CHAPTER IV

THE FINANCING OF HIGHER EDUCATION

FINANCIAL ASSISTANCE AND SCHOLARSHIPS

Colorado residents were asked five questions about the categories of students which should be assisted in attending institutions of higher education. We were interested in determining how the public felt about the state's obligation to provide financial assistance to students in selected categories, including the poor, the non-poor who exhibit high scholastic ability, those in the creative and performing arts, and resident and non-resident athletes engaged in competitive sports.

Table 40: Family Members Able to Attend College in Colorado

Almost three out of every five persons (58.1%) agree with the statement that "all of my family members who wanted to attend college in Colorado were able to do so." However, there were some differences by race, with less than half of the Hispanics (46.1%) reporting agreement.

Table 41: Academically Qualified Students Able to Attend College

An overwhelming 96 percent of those sampled feel that "residents of Colorado who are academically qualified should be able to attend the college of their choice." None of the demographic characteristics altered this position.

TABLE 40

"ALL OF MY FAMILY MEMBERS WHO WANTED TO ATTEND COLLEGE IN COLORADO WERE ABLE TO DO SO"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	20.5	37.6	23.2	14.9	3.8	
Sex						
Male	19.9	43.2	22.6	11.1	3.2	
Female	21.0	32.6	23.8	18.3	4.3	.08395
Age						
Under 25	22.5	25.6	22.1	23.9	5.9	
25-39	17.8	37.7	26.2	13.7	4.7	
40-59	21.4	38.0	22.8	14.6	3.2	
60 and over	24.3	44.0	17.1	13.1	1.5	-.11465
Race						
White (Not Hispanic)	20.8	37.4	23.4	15.0	3.3	
Hispanic	17.2	28.9	23.3	15.0	15.5	.16474
Education						
0-8 years	11.4	24.7	13.9	45.9	4.1	
9-12 years	15.0	45.0	24.0	13.3	2.7	
H.S. or G.E.D.	12.2	37.5	28.9	16.7	4.7	
Some College	24.0	35.8	17.6	18.1	4.4	
College Graduate	21.4	42.4	25.4	10.2	.7	
Graduate School	26.1	36.4	27.2	5.9	4.5	-.14499
Location						
Farm or Ranch	24.2	48.3	19.5	4.7	3.4	
Rural nonfarm	12.6	45.5	20.6	18.1	3.1	
Small town	12.7	40.5	19.6	25.3	1.9	
Town	14.8	45.0	26.4	9.0	4.8	
Small City	28.8	33.3	19.0	13.1	5.8	
City	23.6	32.0	20.1	17.9	6.4	
Metropolis	21.5	32.7	29.2	14.2	2.4	.03346
Occupation						
Farmer-Rancher	20.5	50.1	23.0	5.4	1.0	
Laborer	6.9	37.6	32.3	17.2	6.0	
SVC Workers	15.3	23.3	15.2	43.0	3.2	
Operatives	16.2	35.8	14.3	30.8	3.0	
Crafts-Foremen	16.1	50.6	13.3	15.8	4.2	
Clerical-Sales	19.8	33.6	23.1	21.2	2.3	
Manager	26.5	41.4	17.8	8.9	5.5	
Professional	21.1	34.7	30.4	9.7	4.0	-.04162
Income						
Less than $10,000	27.1	26.6	16.7	26.0	3.6	
$10,000 - $19,999	19.0	39.0	22.6	15.3	4.2	
$20,000 - $29,999	14.2	44.8	22.3	12.4	6.3	
$30,000 - $39,999	18.4	45.1	24.1	12.2	.2	
$40,000 and above	30.9	25.3	34.1	8.0	1.7	-.06239

TABLE 41

"RESIDENTS OF COLORADO WHO ARE ACADEMICALLY QUALIFIED SHOULD BE ABLE TO ATTEND THE COLLEGE OF THEIR CHOICE"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	57.1	38.9	1.5	2.3	0.3	
Sex						
Male	53.0	44.2	1.1	1.5	.2	
Female	60.8	34.2	1.8	2.9	.3	-.06524
Age						
Under 25	56.8	37.7	.5	5.0	0	
25-39	56.6	40.4	2.2	.4	.4	
40-59	59.3	37.9	1.0	1.6	.2	
60 and over	53.1	38.2	1.3	7.2	.3	.01875
Race						
White (Not Hispanic)	56.7	39.5	1.5	2.0	.3	
Hispanic	65.4	23.2	1.0	10.4	0	-.04963
Education						
0-8 years	59.7	33.7	5.1	1.5	0	
9-12 years	58.1	39.7	1.1	0	1.2	
H.S. or G.E.D.	60.0	35.6	1.3	2.8	.2	
Some College	56.6	40.1	.5	2.5	.3	
College Graduate	59.3	40.1	.5	.1	0	
Graduate School	51.8	39.9	4.2	3.8	.3	.06012
Location						
Farm or Ranch	55.9	42.5	.6	1.0	0	
Rural nonfarm	51.0	42.9	1.0	4.5	.7	
Small town	55.6	42.5	1.2	.1	.6	
Town	54.7	43.6	1.3	.3	.1	
Small City	56.3	40.9	2.1	.3	.3	
City	70.1	27.1	1.6	1.0	.2	
Metropolis	54.9	38.6	1.7	4.6	.2	-.02327
Occupation						
Farmer-Rancher	53.2	44.9	.9	.5	.5	
Laborer	50.7	46.6	.3	2.5	0	
SVC Workers	83.2	14.4	2.3	0	.1	
Operatives	53.0	31.2	3.2	12.6	0	
Crafts-Foremen	47.4	51.5	.6	.5	0	
Clerical-Sales	59.9	38.4	1.2	.4	.2	
Manager	48.7	42.4	4.2	4.0	.6	
Professional	57.8	39.0	.9	2.0	.3	.01875
Income						
Less than $10,000	64.1	30.0	2.1	3.0	.8	
$10,000 - $19,999	52.3	46.5	.5	.6	.2	
$20,000 - $29,999	52.8	42.9	2.2	2.1	0	
$30,000 - $39,999	55.8	39.3	.9	3.6	.3	
$40,000 and above	68.7	25.3	1.8	3.8	.3	-.01943

Table 42: Students Attend College Near Home

Although nearly everyone in the study feels that "those who are academically qualified should be able to attend the college of their choice," not quite so many feel that the college should necessarily be located in either their own or in a neighboring community. By race, Hispanics preferred an opportunity to attend closer to home (96.6%) than did Whites (83.2%).

In summary, just over half of the respondents feel that family members who wanted to attend college in Colorado were able to do so. In addition, a large majority feel that all who are academically qualified should be able to attend the college of their choice and prefer that the college be close to their home. See Figure 7.

Table 43: Financial Aid for Low Income Residents

Nearly three-fourths (73.2%) of the respondents feel that "low income residents of Colorado should be given financial help if they cannot afford to attend college." When responses were classified according to race, Hispanics agree much more strongly than Whites that the poor should receive financial help (96.8% and 71.3%, respectively). Similarly, lower income residents are more supportive of this idea than are those with higher incomes. More than four out of every five (81.5%) of those earning less than $10,000 favor providing financial assistance to the poor, compared to 63.5 percent for those earning $40,000 or more.

It is interesting to note that the State Legislature's 1980 Long Bill includes $5.2 million for financial need-based grants. This is $2 million less than was appropriated last year and the second year in a row in which the legislature has reduced the funding for need-based grants.

TABLE 42

"COLORADO RESIDENTS SHOULD BE ABLE TO ATTEND A COLLEGE IN EITHER THEIR OWN OR IN A NEIGHBORING COMMUNITY"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	41.6	43.3	6.5	7.2	1.5	
Sex						
Male	40.3	48.1	4.9	4.3	2.5	
Female	42.8	38.9	7.9	9.8	.5	.01488
Age						
Under 25	34.7	40.7	17.8	6.3	.5	
25-39	42.3	45.5	3.6	7.6	.9	
40-59	43.8	40.2	7.7	6.6	1.6	
60 and over	38.7	46.0	3.8	8.0	3.5	-.01551
Race						
White (Not Hispanic)	41.4	42.8	6.9	7.8	1.2	
Hispanic	51.4	45.2	2.0	1.4	0	-.15909
Education						
0-8 years	33.9	56.4	9.7	0	0	
9-12 years	43.8	51.9	2.4	1.2	.7	
H.S. or G.E.D.	40.2	45.1	4.6	7.8	2.3	
Some College	42.7	45.2	7.3	3.4	1.4	
College Graduate	42.1	46.5	2.9	7.6	.9	
Graduate School	40.9	28.7	11.0	17.7	1.7	.06055
Location						
Farm or Ranch	40.0	48.8	4.5	6.4	.3	
Rural nonfarm	37.8	46.7	4.7	9.5	1.3	
Small town	37.2	49.2	5.2	7.0	1.4	
Town	36.1	42.0	4.1	11.8	6.0	
Small City	32.6	46.3	12.3	5.6	3.3	
City	55.9	32.9	5.3	4.3	1.5	
Metropolis	42.8	42.2	7.1	7.7	.2	-.05241
Occupation						
Farmer-Rancher	27.1	62.4	2.6	7.0	.8	
Laborer	45.3	31.8	6.2	16.8	0	
SVC Workers	56.4	37.7	2.2	3.7	0	
Operatives	33.2	61.1	3.9	1.7	0	
Crafts-Foremen	41.1	54.2	2.1	1.5	1.1	
Clerical-Sales	46.0	41.8	6.8	5.2	.2	
Manager	35.8	42.7	10.7	6.7	4.1	
Professional	42.9	37.3	5.9	11.6	2.4	.04268
Income						
Less than $10,000	46.1	46.5	3.0	3.5	.9	
$10,000 - $19,999	40.1	49.8	4.4	5.4	.3	
$20,000 - $29,999	35.9	42.5	11.8	7.7	2.0	
$30,000 - $39,999	42.1	42.1	2.1	10.1	3.8	
$40,000 and above	50.4	28.3	8.5	11.5	1.3	.05831

Figure 7

ACCESS TO HIGHER EDUCATION

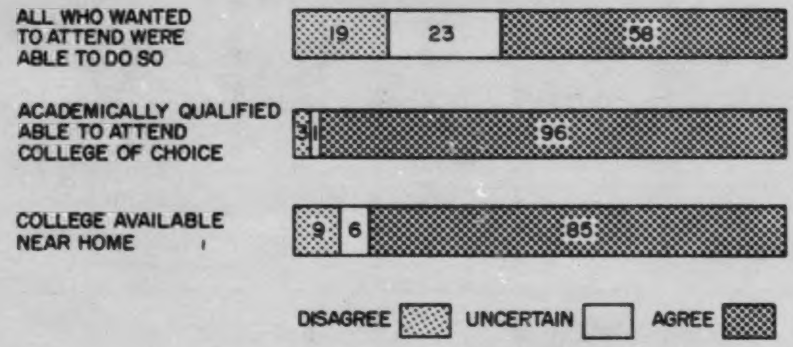


TABLE 43

"LOW INCOME RESIDENTS OF COLORADO SHOULD BE GIVEN FINANCIAL HELP IF THEY CANNOT AFFORD TO ATTEND COLLEGE"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	25.7	47.5	15.0	9.1	2.8	
Sex						
Male	20.5	47.2	20.3	8.6	3.5	
Female	30.3	47.7	10.1	9.5	2.3	-.13976
Age						
Under 25	36.5	48.8	12.1	1.9	.6	
25-39	25.3	49.1	14.5	8.8	2.3	
40-59	26.2	44.2	15.3	10.3	4.0	
60 and over	18.4	49.8	17.2	11.6	2.9	.13252
Race						
White (Not Hispanic)	24.3	47.0	15.8	9.9	3.1	
Hispanic	37.4	59.4	1.9	1.3	0	-.28794
Education						
0-8 years	43.6	28.4	8.4	19.6	.0	
9-12 years	29.4	35.0	31.9	2.0	1.8	
H.S. or G.E.D.	39.1	40.6	7.1	11.6	1.7	
Some College	23.5	48.6	16.2	7.3	4.3	
College Graduate	19.7	55.7	13.5	7.8	3.3	
Graduate School	14.7	53.8	18.1	11.8	1.6	.14819
Location						
Farm or Ranch	30.5	41.1	17.6	7.6	3.2	
Rural nonfarm	21.2	45.3	20.8	8.1	4.6	
Small town	30.1	55.3	7.0	5.6	1.9	
Town	23.3	45.0	18.5	7.0	6.3	
Small City	29.0	35.8	20.4	13.5	1.4	
City	30.6	47.0	9.0	8.9	4.5	
Metropolis	18.3	56.4	14.0	10.3	1.1	.02132
Occupation						
Farmer-Rancher	22.3	48.5	18.9	6.5	3.8	
Laborer	32.4	36.2	19.8	6.6	5.0	
SVC Workers	51.5	41.8	5.4	.2	1.1	
Operatives	20.6	51.7	8.8	16.0	2.8	
Crafts-Foremen	28.0	43.2	23.1	4.7	1.1	
Clerical-Sales	26.4	48.7	8.3	13.8	2.7	
Manager	23.2	41.8	17.8	15.6	1.6	
Professional	20.3	53.9	15.4	6.3	4.2	-.07464
Income						
Less than $10,000	47.0	34.5	11.5	4.5	2.4	
$10,000 - $19,999	25.6	48.7	15.6	7.9	2.2	
$20,000 - $29,999	18.2	55.9	11.5	9.6	4.8	
$30,000 - $39,999	21.9	45.8	21.9	10.0	.4	
$40,000 and above	18.5	45.0	18.0	15.3	3.1	.20493

> . . . the primary basis for the reduction is legislative belief that students can and should borrow or earn most of the money needed to finance their education. [The legislature believes] that the Colorado Guaranteed Student Loan Program will replace the lost grant funds and that students should be willing to work and incur debt in order to pursue higher education.[1]

Table 44: Scholarships for Scholastic Ability

Less than half (41.4%) of those surveyed agree that "scholarships from state funds should be provided to students because of their scholastic ability even when no financial need exists." There are differences on this position by race and location. Hispanics are much more in favor of awarding no-need scholarships (72.3%) than are Whites (38.7%). Similarly, the larger the place of residence, the more favorable the respondents are toward this policy. For example, 49.2 percent living in cities and 45.4 percent from metropolitan areas favor this position, but only about a third (33.6%) of those living on farms and ranches favor the same.

Table 45: Scholarships for Creative and Performing Arts

When asked if "scholarships from state funds should be provided to students in the creative and performing arts," just over half (52.6%) of the residents agree. It is interesting to note that Colorado citizens favor the awarding of scholarships in the creative and performing arts (52.6%) more than they do for scholastic ability (41.4%). The present allocation from the state in these two areas combined is $1 million a year. Funds are divided up between these two categories of assistance by each college and university.

Differences were found when the results were examined by sex and age. More than half of the females (57.3%) support the idea of providing

TABLE 44

"SCHOLARSHIPS FROM STATE FUNDS SHOULD BE PROVIDED TO STUDENTS BECAUSE OF THEIR SCHOLASTIC ABILITY EVEN WHEN NO FINANCIAL NEED EXISTS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	17.6	23.8	14.0	26.5	18.1	
Sex						
Male	17.2	25.6	12.9	27.3	16.9	
Female	18.0	22.1	15.0	25.7	19.2	.01971
Age						
Under 25	13.3	27.5	21.7	33.5	4.1	
25-39	17.9	24.9	15.0	22.1	20.1	
40-59	18.2	20.0	13.1	29.0	19.6	
60 and over	18.3	27.3	8.5	27.7	18.2	.03510
Race						
White (Not Hispanic)	16.1	22.6	14.3	27.8	19.2	
Hispanic	41.4	31.2	7.4	16.4	3.6	-.41016
Education						
0-8 years	27.2	18.0	9.4	25.3	20.1	
9-12 years	18.2	24.8	7.9	32.2	16.9	
H.S. or G.E.D.	18.2	20.3	6.9	28.5	26.1	
Some College	17.1	26.4	15.3	24.8	16.4	
College Graduate	11.0	20.7	21.9	27.5	19.0	
Graduate School	22.2	25.5	16.1	24.6	11.6	-.06415
Location						
Farm or Ranch	9.5	24.1	6.5	32.5	27.4	
Rural nonfarm	12.6	21.8	15.5	27.5	22.5	
Small town	16.5	21.5	11.1	37.1	13.8	
Town	12.0	25.7	17.8	28.5	16.0	
Small City	16.4	27.6	10.2	27.2	18.7	
City	25.1	24.1	11.3	21.6	18.0	
Metropolis	22.1	23.3	19.9	22.8	11.9	-.15513
Occupation						
Farmer-Rancher	4.4	34.0	4.6	28.8	28.2	
Laborer	8.8	17.0	7.4	52.9	13.8	
SVC Workers	34.8	18.2	4.5	20.7	21.7	
Operatives	11.8	39.7	9.7	14.7	24.1	
Crafts-Foremen	18.1	19.9	17.9	38.8	5.2	
Clerical-Sales	15.7	27.8	18.2	19.0	19.3	
Manager	16.7	16.1	16.9	27.7	22.6	
Professional	20.6	22.5	14.0	26.7	16.3	-.04131
Income						
Less than $10,000	13.6	28.4	16.1	20.0	22.0	
$10,000 - $19,999	14.6	25.0	13.8	28.5	18.0	
$20,000 - $29,999	20.5	24.6	16.0	26.0	12.9	
$30,000 - $39,999	11.6	17.8	12.0	36.0	22.6	
$40,000 and above	29.2	19.8	9.9	21.3	19.8	-.02299

TABLE 45

"SCHOLARSHIPS FROM STATE FUNDS SHOULD BE PROVIDED TO STUDENTS IN THE CREATIVE AND PERFORMING ARTS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	13.4	39.2	23.8	17.6	6.0	
Sex						
Male	8.6	38.7	23.9	19.9	8.9	
Female	17.7	39.6	23.8	15.6	3.3	-.16441
Age						
Under 25	15.4	53.3	18.5	12.3	.5	
25-39	14.8	42.3	17.0	19.5	6.4	
40-59	12.8	36.8	28.6	16.7	5.1	
60 and over	9.3	27.5	34.3	18.2	10.7	.15612
Race						
White (Not Hispanic)	12.1	39.9	23.5	18.9	5.6	
Hispanic	9.5	44.7	30.0	6.0	9.8	-.02634
Education						
0-8 years	20.9	30.4	14.4	26.8	7.5	
9-12 years	9.6	33.3	29.9	23.5	3.7	
H.S. or G.E.D.	14.6	32.1	29.5	16.9	6.8	
Some College	13.6	36.9	25.5	18.3	5.7	
College Graduate	8.9	45.4	14.6	23.7	7.5	
Graduate School	15.3	51.3	20.4	8.0	5.0	-.09547
Location						
Farm or Ranch	3.6	33.1	31.1	22.7	9.4	
Rural nonfarm	11.3	47.0	23.4	15.0	3.3	
Small town	7.6	39.9	35.1	13.9	3.5	
Town	10.8	39.8	21.2	19.5	8.7	
Small City	17.0	34.4	23.1	18.7	6.8	
City	22.3	41.5	13.7	13.8	8.7	
Metropolis	13.2	40.0	24.5	17.9	4.3	-.08450
Occupation						
Farmer-Rancher	6.1	37.6	27.5	18.1	10.8	
Laborer	13.6	41.8	10.4	27.5	6.7	
SVC Workers	31.6	23.6	28.8	13.3	2.7	
Operatives	6.7	27.1	37.8	24.6	3.8	
Crafts-Foremen	9.4	20.5	39.0	28.4	2.6	
Clerical-Sales	12.6	45.0	18.1	18.8	5.5	
Manager	9.0	18.4	35.6	26.1	10.9	
Professional	15.6	55.2	14.5	9.2	5.6	-.13818
Income						
Less than $10,000	22.0	30.1	34.3	9.9	3.7	
$10,000 - $19,999	10.4	47.6	20.3	18.8	3.0	
$20,000 - $29,999	10.6	39.6	20.9	18.4	10.5	
$30,000 - $39,999	13.8	36.2	22.2	23.3	4.5	
$40,000 and above	14.3	34.9	26.3	17.0	7.6	.08379

scholarships in the creative and performing arts, and less than half (47.3%) of the males support that idea. Likewise, younger people are much more supportive of this policy than are older residents. Whereas 68.7 percent of those under 25 favor this view, only 36.8 percent of those 60 and over agree.

Table 46: Competitive Athletics Should Receive State Funds

Less than one-third (28.5%) of the residents surveyed agree that "competitive athletic programs in colleges and universities should receive state funds." There appears to be a feeling among respondents that competitive sports (e.g., football, basketball, track, etc.) should either pay their own way or should receive monies from other than state funds. When compared by race, Hispanics favor using state monies for competitive athletic programs more than do Whites (48.1% and 27.2%, respectively).

The 1980 Long Bill appropriated just over a million dollars in athletic awards for the 1980-81 academic year. This is a 2.7 percent increase over last year. However, because of increased tuition costs at many colleges and universities throughout the state, it appears that the actual number of grants awarded athletes will be 13 percent less than last year.[2] In addition to providing athletic awards, the state provides support for athletic programs at most colleges and universities through the general operating budget.

Table 47: Athletic scholarships Limited to Colorado Residents

When asked whether "athletic scholarships provided by state funds should be limited to Colorado residents," almost two-thirds (65.9%) agree. When compared by race, Hispanics feel more strongly than Whites that funds should be limited to residents (77.4% and 65.9%, respectively).

TABLE 46

"COMPETITIVE ATHLETIC PROGRAMS IN COLLEGES AND UNIVERSITIES SHOULD RECEIVE STATE FUNDS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	2.4	26.1	21.4	30.5	19.6	
Sex						
Male	2.9	27.0	19.6	28.9	21.6	
Female	2.0	25.2	23.1	32.0	17.7	-.00954
Age						
Under 25	10.3	28.9	25.1	21.0	14.6	
25-39	1.3	30.6	16.4	28.4	23.4	
40-59	2.3	21.6	25.9	31.8	18.4	
60 and over	.8	22.6	21.9	39.6	15.1	.07101
Race						
White (Not Hispanic)	2.2	25.0	21.5	31.4	19.9	
Hispanic	10.8	32.3	28.4	8.4	15.2	-.29259
Education						
0-8 years	2.2	12.5	34.7	31.4	19.3	
9-12 years	14.2	18.7	29.5	22.7	15.0	
H.S. or G.E.D.	1.0	23.6	24.6	35.9	14.8	
Some College	2.2	24.5	24.6	27.3	21.4	
College Graduate	1.9	33.3	10.3	34.1	20.5	
Graduate School	.8	31.0	15.2	30.4	22.5	.02909
Location						
Farm or Ranch	3.5	14.0	25.1	31.4	26.0	
Rural nonfarm	1.1	34.7	17.3	35.7	11.2	
Small town	.4	19.0	22.0	37.7	21.0	
Town	3.5	26.9	17.7	28.5	23.4	
Small City	1.5	23.2	23.3	33.3	18.6	
City	2.8	33.9	21.3	24.9	17.1	
Metropolis	3.2	26.8	22.3	27.5	20.3	-.05490
Occupation						
Farmer-Rancher	5.2	16.4	25.0	30.9	22.5	
Laborer	1.9	39.8	25.7	18.0	14.6	
SVC Workers	2.7	33.2	28.6	19.1	16.3	
Operatives	12.7	30.9	16.8	26.6	13.0	
Crafts-Foremen	1.0	20.7	29.9	33.3	15.0	
Clerical-Sales	1.3	28.2	20.2	32.3	18.1	
Manager	.5	15.8	18.5	38.7	26.6	
Professional	3.0	30.5	18.2	28.8	19.5	.02839
Income						
Less than $10,000	6.4	23.2	20.4	30.5	19.5	
$10,000 - $19,999	2.6	21.9	27.2	31.2	17.2	
$20,000 - $29,999	1.1	31.4	15.1	28.2	24.2	
$30,000 - $39,999	1.4	22.3	30.3	32.2	13.8	
$40,000 and above	.9	31.3	14.3	32.3	21.2	.01053

TABLE 47

"ATHLETIC SCHOLARSHIPS PROVIDED BY STATE FUNDS SHOULD BE LIMITED TO COLORADO RESIDENTS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	26.6	39.3	10.4	19.6	4.1	
Sex						
Male	29.6	32.5	9.6	23.8	4.5	
Female	23.9	45.4	11.2	15.8	3.7	-.02660
Age						
Under 25	37.3	23.3	20.7	15.1	3.6	
25-39	25.5	36.4	10.3	22.7	5.2	
40-59	29.7	39.7	6.7	19.8	4.1	
60 and over	15.5	56.4	13.2	13.3	1.6	-.01886
Race						
White (Not Hispanic)	24.8	41.1	11.2	19.1	3.9	
Hispanic	49.6	27.8	3.9	17.1	1.6	-.24228
Education						
0-8 years	20.0	58.4	10.6	8.9	2.2	
9-12 years	28.2	42.4	12.9	13.6	2.9	
H.S. or G.E.D.	28.1	42.6	10.7	16.8	1.6	
Some College	32.1	36.0	8.7	18.4	4.9	
College Graduate	17.7	45.3	15.0	17.4	4.5	
Graduate School	21.1	33.0	8.9	31.2	5.8	.13552
Location						
Farm or Ranch	39.9	41.8	3.6	14.2	.5	
Rural nonfarm	20.5	46.8	4.5	25.2	3.1	
Small town	21.2	46.3	13.1	13.3	6.1	
Town	25.1	30.4	14.[illegible]	25.8	4.7	
Small City	22.5	36.2	14.0	21.7	5.7	
City	33.0	35.9	9.7	15.5	5.9	
Metropolis	25.0	36.5	13.2	21.5	3.8	.06846
Occupation						
Farmer-Rancher	42.5	43.1	2.0	11.8	.6	
Laborer	19.4	29.9	18.9	24.8	7.0	
SVC Workers	20.9	54.3	13.0	9.8	1.9	
Operatives	43.0	31.4	7.2	15.8	2.6	
Crafts-Foremen	12.6	57.6	7.7	20.7	1.4	
Clerical-Sales	26.2	37.8	8.4	22.3	5.3	
Manager	25.6	27.3	11.2	28.0	8.0	
Professional	28.6	36.6	14.1	18.6	2.1	.06079
Income						
Less than $10,000	28.8	42.1	15.1	9.6	4.4	
$10,000 - $19,999	24.7	39.4	10.7	21.9	3.3	
$20,000 - $29,999	28.2	36.1	10.3	20.8	4.7	
$30,000 - $39,999	24.4	44.6	8.1	21.3	1.6	
$40,000 and above	26.9	36.6	7.0	22.6	6.9	.03668

Colorado House Bill 1265 states that "it is the intent of the General Assembly that first 'priority' for the use of these funds (athletic awards) be given to resident students."[3] For the 1978-79 academic year, the $971,650 of state-funded athletic awards constituted 49 percent of the awards given. Of this amount, $652,981 (67%) was awarded to Colorado residents.[4]

The number of students supported by state funds varies from school to school, as does the distribution between resident and non-resident students. To illustrate, the percent of non-residents supported by state funds ranges from zero at Trinidad State Junior College and three at Metropolitan State College to 50 percent at Otero Junion College, 32 percent at Adams State College, and 29 percent at Western State College.[5]

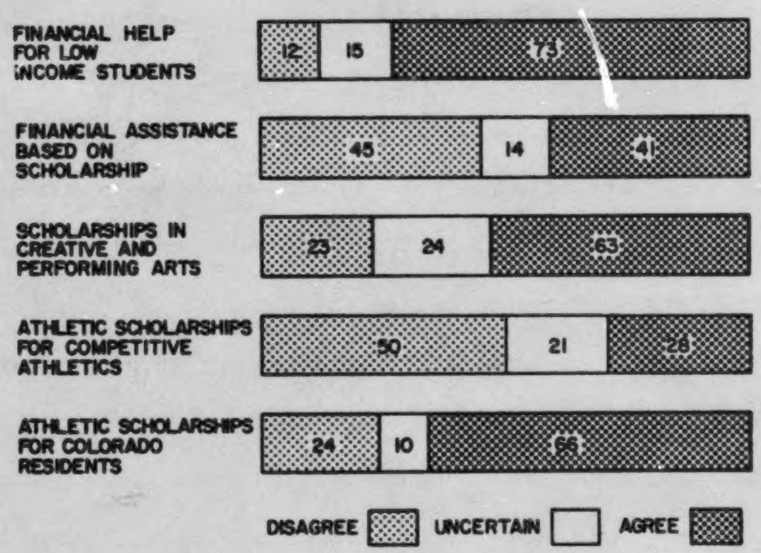
In summary, Colorado residents vary in their feelings on the use of state funds to assist students, depending on the reasons for that assistance. Respondents favor state monies being awarded to low income residents who wish to attend college, limiting scholarships to Colorado residents, and making financial aid available to those in the performing and creative arts. Respondents favor using state monies neither for competitive athletic programs nor for students with superior scholastic ability when no financial need exists. See Figure 8.

FINANCING HIGHER EDUCATION

One of the major issues facing state legislatures across the country is how and at what levels should higher education be financed. Looking at Colorado, we are interested in how the public feels about: 1) the relative distribution of costs between students and the public,

Figure 8

FINANCIAL ASSISTANCE TO STUDENTS



2) the relative distribution of funding among two- and four-year colleges and universities, and 3) the seven percent increase in spending limits enacted by the state legislature in 1977.

Table 48: Students Pay Full Cost of Education

Less than one-fourth (24.6%) of those surveyed feel that "students should pay the full cost of their education at colleges and universities." This suggests a recognition of the state's responsibility to help provide for higher education.

Although a minority of persons in all demographic categories feel that students should pay the full cost of their education, there are differences by age and race. Older Coloradoans feel more strongly than do younger residents that students should pay the full cost. Among those 60 and over, 39.5 percent feel this way; among those under 25, only 13.0 percent agree. Similarly, Whites agree with this position more strongly than do Hispanics (24.9% and 13.0%, respectively).

Residents of Colorado do not pay the full cost of their education to public colleges and universities in the state. According to the Colorado Commission on Higher Education,[6] undergraduate residents are charged (25 percent of the prior year's on-campus state operating costs." Graduate students from Colorado pay 105 percent of the tuition charged to undergraduate Colorado residents.

Non-residents, on the other hand, do pay the full cost of their education. With four exceptions,[7] undergraduates from other states are charged "110 percent of the prior year's on-campus state operating costs." Graduate students from out of state pay 105 percent of the tuition charged to undergraduate non-residents.

TABLE 48

"STUDENTS SHOULD PAY THE FULL COST OF THEIR EDUCATION AT COLLEGES AND UNIVERSITIES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	4.3	20.3	21.0	42.3	12.0	
Sex						
Male	5.1	20.6	19.3	43.5	11.4	
Female	3.6	20.1	22.5	41.2	12.5	.00107
Age						
Under 25	1.8	11.2	20.9	45.7	20.5	
25-39	3.5	17.1	21.4	45.8	12.2	
40-59	4.6	21.7	19.3	41.4	12.9	
60 and over	7.7	31.8	23.8	32.9	3.9	-.20529
Race						
White (Not Hispanic)	4.6	20.3	20.8	43.2	11.1	
Hispanic	1.2	11.8	23.7	36.1	27.1	.20158
Education						
0-8 years	7.6	48.4	16.5	24.5	3.0	
9-12 years	7.9	14.7	45.0	27.3	5.0	
H.S. or G.E.D.	3.0	26.1	20.6	38.2	12.0	
Some College	4.6	17.0	24.0	41.3	13.2	
College Graduate	3.4	15.7	15.7	54.5	10.7	
Graduate School	4.4	22.5	11.2	47.3	14.5	.14042
Location						
Farm or Ranch	4.7	24.0	25.8	35.4	10.1	
Rural nonfarm	1.3	25.6	18.0	43.1	12.0	
Small town	2.4	19.2	25.7	37.7	14.9	
Town	9.3	14.0	28.1	40.7	7.9	
Small City	1.3	22.8	25.5	40.5	9.9	
City	5.5	20.4	19.1	38.6	16.4	
Metropolis	5.5	18.2	14.9	49.5	11.9	.06482
Occupation						
Farmer-Rancher	6.1	28.3	27.6	35.5	2.6	
Laborer	4.3	14.5	30.3	39.3	11.6	
SVC Workers	2.3	17.1	22.4	51.2	7.0	
Operatives	1.7	29.1	17.9	33.2	18.1	
Crafts-Foremen	1.7	29.0	23.0	40.8	5.4	
Clerical-Sales	3.5	24.3	21.1	37.2	14.0	
Manager	4.8	24.2	17.1	46.9	7.0	
Professional	6.3	12.3	17.9	47.2	16.4	.13800
Income						
Less than $10,000	4.9	21.9	26.9	27.5	18.7	
$10,000 - $19,999	2.6	17.3	25.3	43.4	11.5	
$20,000 - $29,999	8.3	16.8	16.5	50.1	8.3	
$30,000 - $39,999	1.7	29.9	15.2	40.5	12.7	
$40,000 and above	1.7	22.4	19.6	44.3	11.9	.00418

Table 49: Students in Continuing Education Should Pay Full Cost

Less than half (46.7%) the respondents feel that "persons enrolled in adult and continuing education courses should pay the full cost of their education."

Differences were found by age, race, and income. Over half of those 40 and over support the policy of requiring those in adult and continuing education to pay the full cost. To illustrate, among those 40 to 59 years old, 52.0 percent agree; and for those 60 and above, 54.5 percent agree. On the other hand, less than half of the respondents under 40 feel that way. For those under 25, 35.1 agree; and for those 25 to 39, 41.8 percent agree. Whites and Hispanics differ in their views on this subject. Almost half (48.4%) of the Whites favor students paying the full cost, whereas about one out of every five (18.9%) Hispanics agree.

Those earning $20,000 or more differ markedly from those earning less in their opinions on this policy. Over 50 percent of those earning $20,000 or more feel that students in adult and continuing education should pay the full cost (56.0%). On the other hand, just slightly over one-third (35.4%) of those earning less than $20,000 felt the same way.

Continuing education students currently pay all of the direct costs of their education. However, some of the overhead incurred at colleges or universities is supported through state funds.

Table 50: Local Taxes for Support of Community Colleges

Two-thirds of the respondents (66.5%) feel that "local taxes should be used, in part, to support community colleges." There are no differences by the demographic characteristics.

Local taxes from the community college's district are used to support four of the thirteen two-year public colleges in the state--Aims Community

TABLE 49

"PERSONS ENROLLED IN ADULT AND CONTINUING EDUCATION COURSES SHOULD PAY THE FULL COST OF THEIR EDUCATION"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	8.7	38.0	22.1	24.6	6.7	
Sex						
Male	10.3	40.8	20.7	21.8	6.4	
Female	7.3	35.4	23.1	27.3	6.9	.09547
Age						
Under 25	6.6	28.5	20.0	33.8	11.1	
25-39	5.6	36.2	24.9	22.6	10.7	
40-59	12.7	39.3	18.5	26.6	2.8	
60 and over	8.8	45.7	23.8	19.7	2.0	-.18488
Race						
White (Not Hispanic)	9.0	39.4	21.5	24.1	6.0	
Hispanic	1.9	17.0	24.9	43.0	13.2	.35477
Education						
0-8 years	6.8	41.7	33.4	13.9	4.1	
9-12 years	18.6	30.2	33.0	16.8	1.4	
H.S. or G.E.D.	7.3	44.8	15.2	23.1	9.5	
Some College	8.7	31.5	24.2	27.0	8.6	
College Graduate	7.5	42.9	23.2	24.1	2.3	
Graduate School	8.3	41.5	19.0	26.8	4.9	.01031
Location						
Farm or Ranch	10.7	38.6	26.9	18.0	5.8	
Rural nonfarm	7.9	54.0	13.9	22.1	2.2	
Small town	7.9	23.6	26.5	32.5	9.5	
Town	14.0	33.2	32.1	17.5	3.2	
Small City	7.9	39.8	22.0	23.2	7.1	
City	7.8	31.2	24.3	28.1	8.6	
Metropolis	8.2	40.6	18.9	24.4	7.9	.05361
Occupation						
Farmer-Rancher	8.2	48.8	25.0	17.6	.4	
Laborer	8.6	43.0	30.2	13.0	5.3	
SVC Workers	5.8	14.7	25.6	29.4	24.6	
Operatives	4.7	35.9	31.2	24.9	3.4	
Crafts-Foremen	8.7	49.4	21.3	18.5	2.1	
Clerical-Sales	9.1	36.7	20.1	27.3	6.8	
Manager	15.0	50.5	17.2	13.8	3.6	
Professional	6.6	32.9	21.0	32.6	6.8	.05354
Income						
Less than $10,000	4.6	31.5	24.3	27.4	12.2	
$10,000 - $19,999	6.6	28.3	29.3	28.5	7.2	
$20,000 - $29,999	8.2	47.3	15.4	21.4	7.7	
$30,000 - $39,999	11.6	45.4	17.9	23.5	1.6	
$40,000 and above	16.3	39.8	21.4	20.8	1.7	-.21088

College, Colorado Mountain College, Colorado Northwestern Community College, and Northeastern Junior College. Support from local taxes at these four schools ranges from a low of 26 percent of the funds received by the school to a high of 45 percent. The state's contribution to these four schools ranges from 33 to 51 percent.[8] Tuition and other income account for the balance.

Table 51: Higher Education Should Receive Higher Funding Priority

Residents were asked if they thought that "higher education should receive a higher funding priority than it presently receives in the state legislature." Just over half (53.2%) feel that it should.

Differences appear, however, by race and location. Hispanics feel more strongly (66.5%) than do Whites (51.6%) that higher education should receive higher priority. Colorado residents living in cities over 50,000 are more favorable than all others. Sixty-nine (69.2%) percent of those living in medium size cities and fifty-nine percent (59.2%) of metropolitan residents support the idea that greater priority should be given to higher education. At the other end of the continuum, those living on farms and ranches are least supportive (35.9%).

Table 52: Higher Funding for Universities

Citizens were asked for their views about the distribution of funding among the different types of institutions. Their responses are found in Tables 52 and 53. When asked if "a larger emphasis on funding of higher education should be placed on universities than on two- and four-year colleges," only 17 percent (17.1%) said they agree. The only difference is found between sexes, where females are more supportive (21.5%) than are males (12.5%). The suggestion that preferential funding treatment should be given to universities is rejected by a large margin.

TABLE 50

"LOCAL TAXES SHOULD BE USED, IN PART, TO SUPPORT COMMUNITY COLLEGES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	8.4	58.1	14.3	15.0	4.2	
Sex						
Male	8.6	61.1	8.7	17.3	4.3	
Female	8.2	55.3	19.4	13.0	4.1	.03478
Age						
Under 25	12.1	55.3	20.8	10.7	1.1	
25-39	8.1	60.0	10.2	17.5	4.1	
40-59	8.7	56.4	17.0	13.9	3.9	
60 and over	5.9	58.4	15.0	13.6	7.1	.05346
Race						
White (Not Hispanic)	8.0	57.6	14.9	15.0	4.5	
Hispanic	5.0	66.8	9.2	17.2	1.7	-.03183
Education						
0-8 years	4.6	34.1	30.0	28.6	2.7	
9-12 years	8.7	31.6	18.7	35.9	5.1	
H.S. or G.E.D.	9.9	54.3	15.8	17.8	2.3	
Some College	9.3	59.8	15.1	10.5	5.3	
College Graduate	2.9	68.9	6.0	20.7	1.4	
Graduate School	9.7	62.7	14.3	6.8	6.5	-.12942
Location						
Farm or Ranch	7.7	55.9	15.7	16.7	4.0	
Rural nonfarm	8.5	60.0	16.4	12.7	2.3	
Small town	10.9	42.0	23.7	20.3	3.2	
Town	7.3	56.1	19.5	8.8	8.3	
Small City	7.1	52.7	13.8	21.4	5.0	
City	6.9	59.2	14.0	15.9	4.0	
Metropolis	9.7	64.1	9.5	12.4	4.2	-.07278
Occupation						
Farmer-Rancher	2.4	67.4	10.1	16.1	4.1	
Laborer	10.2	51.9	5.3	29.7	2.9	
SVC Workers	8.3	65.2	16.4	9.8	.3	
Operatives	19.1	44.0	10.1	22.9	3.9	
Crafts-Foremen	11.5	36.7	24.4	20.4	7.1	
Clerical-Sales	5.4	55.7	18.2	18.1	2.7	
Manager	10.8	59.0	13.5	13.4	3.4	
Professional	9.6	65.0	8.7	10.8	5.9	-.09844
Income						
Less than $10,000	7.3	53.0	18.7	17.6	3.3	
$10,000 - $19,999	12.7	60.7	12.3	12.1	2.2	
$20,000 - $29,999	6.9	53.5	17.6	14.5	7.5	
$30,000 - $39,999	5.2	65.6	9.1	16.1	4.1	
$40,000 and above	6.7	60.3	12.1	18.0	2.9	.02800

TABLE 51

"HIGHER EDUCATION SHOULD RECEIVE A HIGHER FUNDING PRIORITY THAN IT PRESENTLY RECEIVES IN THE STATE LEGISLATURE"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	18.9	34.3	31.1	13.1	2.6	
Sex						
Male	17.0	34.9	29.3	16.3	2.5	
Female	20.5	33.8	32.7	10.2	2.7	-.06040
Age						
Under 25	17.2	41.6	36.2	4.4	.6	
25-39	20.2	38.1	26.7	13.3	1.7	
40-59	18.7	32.0	34.2	11.2	3.8	
60 and over	16.8	25.0	32.4	22.5	3.4	.12930
Race						
White (Not Hispanic)	18.6	33.0	32.3	13.2	2.8	
Hispanic	19.8	46.7	30.2	3.3	0	-.16557
Education						
0-8 years	24.1	10.1	37.7	25.8	2.3	
9-12 years	7.8	38.4	43.2	8.3	2.4	
H.S. or G.E.D.	20.1	29.1	30.5	19.1	1.3	
Some College	17.9	35.9	31.1	11.2	3.9	
College Graduate	12.4	44.5	27.1	12.7	3.4	
Graduate School	28.6	30.8	30.0	9.8	.8	-.10529
Location						
Farm or Ranch	9.8	26.1	46.4	15.8	1.9	
Rural nonfarm	10.7	31.8	43.0	13.3	1.2	
Small town	15.9	34.1	31.1	17.1	1.9	
Town	12.7	41.8	33.9	9.4	2.2	
Small City	11.8	32.0	25.8	18.8	11.6	
City	29.3	39.9	18.3	11.3	1.2	
Metropolis	25.0	34.5	29.2	10.5	.8	-.18466
Occupation						
Farmer-Rancher	10.2	21.4	44.9	21.2	2.3	
Laborer	15.8	41.9	31.8	10.0	.4	
SVC Workers	34.8	41.5	16.8	5.6	1.3	
Operatives	22.7	21.9	31.8	22.7	1.0	
Crafts-Foremen	9.6	28.7	45.5	10.0	6.2	
Clerical-Sales	17.8	39.8	28.1	13.4	1.0	
Manager	13.0	34.3	29.2	21.6	1.9	
Professional	26.5	33.8	29.3	7.9	2.5	-.11220
Income						
Less than $10,000	28.3	29.9	27.5	10.2	4.1	
$10,000 - $19,999	15.5	42.7	30.0	10.7	1.1	
$20,000 - $29,999	18.6	35.7	30.2	14.2	1.4	
$30,000 - $39,999	18.3	23.6	36.8	17.8	3.5	
$40,000 and above	15.7	30.2	33.9	14.5	5.6	.12050

The state legislature allocated $805,965,670 for the support of education for the 1980-81 school year. Of this amount $550,978,266 (68%) was awarded to elementary and secondary education; $254,987,404 (32%) was allocated to higher education.[9] The amount allocated to higher education constitutes 21 percent of the entire state's budget. This is down four percent from the amount awarded a decade ago. During that same time period, student enrollment increased by 47 percent.[10]

According to statistics presented in The Chronicle of Higher Education, in 1978-80 Colorado ranked 22nd in per capita appropriations ($92). This was slightly above the United States per capita average of $87.48.[11]

While Colorado was slightly above average in appropriations per capita for the 1979-80 academic year, the state was significantly below the national average percent increase in appropriations for the two previous years. Colorado was one of nine states which failed to appropriate sufficient monies to higher education "to keep pace with rising operating costs."[12] Colorado ranked 45th out of the 50 states.

Looking at the issue of funding in a slightly different way, although the state ranks above the national average in per capita appropriations to higher education, it ranks 23 percent below that average in funding per student.[13] A major reason for the disparity between per capita and per student funding may lie in the fact that Colorado has above average in-migration of students per capita. A national study undertaken in 1976 showed that:

> Largely through the in-migration of substantial numbers of out-of-state students, Colorado has a total enrollment in public higher education that is 43% above the U. S. norms (43 persons per 1000 compared to a U. S. rate of 30 per 1000). At the same time, 42% of these students attend the major doctoral institutions, a sector that is the most costly to operate (with the exception of the health professional

TABLE 52

"A LARGER EMPHASIS ON FUNDING OF HIGHER EDUCATION SHOULD BE PLACED ON UNIVERSITIES THAN ON TWO- AND FOUR-YEAR COLLEGES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	4.2	12.9	20.4	47.9	14.5	
Sex						
Male	3.3	9.2	18.0	52.2	17.2	
Female	4.9	16.3	22.7	44.0	12.1	-.15508
Age						
Under 25	12.3	10.6	13.4	49.5	14.3	
25-39	2.7	12.7	20.7	46.3	17.5	
40-59	2.6	10.1	21.0	53.1	13.2	
60 and over	6.8	22.0	22.8	38.9	9.6	-.08895
Race						
White (Not Hispanic)	3.8	12.4	19.9	49.1	14.8	
Hispanic	2.6	6.3	38.5	49.3	3.3	-.12589
Education						
0-8 years	5.2	8.3	40.9	39.0	6.6	
9-12 years	3.1	14.6	21.3	46.8	14.2	
H.S. or G.E.D.	2.2	16.4	25.0	42.7	13.8	
Some College	3.5	10.6	18.8	51.1	15.9	
College Graduate	8.6	10.9	16.1	49.7	14.7	
Graduate School	4.5	15.6	18.8	47.7	13.5	.02564
Location						
Farm or Ranch	2.6	7.0	17.2	47.7	25.5	
Rural nonfarm	2.4	19.3	12.4	51.6	14.3	
Small town	3.1	10.6	19.1	49.7	17.4	
Town	7.1	12.2	15.4	46.4	18.9	
Small City	4.6	15.1	19.5	51.2	9.6	
City	6.9	14.7	25.0	42.2	11.1	
Metropolis	3.5	10.6	25.5	48.0	12.5	-.09986
Occupation						
Farmer-Rancher	4.5	6.9	22.4	45.2	20.9	
Laborer	2.3	15.4	9.3	63.7	9.3	
SVC Workers	2.7	16.6	41.5	33.0	6.2	
Operatives	13.5	6.6	13.3	59.0	7.6	
Crafts-Foremen	1.1	9.8	15.9	66.4	6.9	
Clerical-Sales	3.1	19.3	16.0	48.0	13.7	
Manager	.6	11.2	19.1	41.8	27.3	
Professional	6.8	10.6	20.8	48.4	13.3	.00844
Income						
Less than $10,000	5.3	8.2	32.5	41.9	12.2	
$10,000 - $19,999	6.4	11.5	16.3	50.9	14.8	
$20,000 - $29,999	3.2	12.0	22.0	48.9	13.9	
$30,000 - $39,999	.3	22.9	13.6	55.5	7.7	
$40,000 and above	4.0	13.6	18.2	39.3	25.0	.04384

> schools). As a result State funding per student for the public sector as a whole is 23% below the national average.[14]

Furthermore, the amount of funding is not the same for all types of institutions. Doctoral granting and comprehensive four-year institutions receive far below the national average (41% and 47%, respectively). Community colleges, on the other hand, are funded at the national average.[15]

A wide variety of statistics has been used to compare one state's funding of higher education with other states. Although these comparisons can be very useful, they signal a caution which should be heeded whenever such comparisons are made.

Table 53: Higher Funding for Community Colleges

Next we attempted to compare community colleges with four-year colleges and universities. Again, respondents reject the idea that differential treatment should be given to community colleges. About one-fifth (21.0%) feel that "state funding should be increased for community colleges and decreased at four-year colleges and universities."

Although a majority in every demographic category reject the notion of differential funding by types of higher education, differences were found among occupational and income groups. Over 30 percent of service workers (38.6%) and operatives (30.2%) favor greater funding increases for community colleges and decreases for four-year colleges and universities. Laborers (13.0%) and professional and technical workers (13.7%) are the least supportive of all of the occupational categories for these changes.

Among income groups, the middle income group differs from the higher and lower ones. Those in the $30,000 to $39,999 bracket are more favorable toward a differential treatment policy for community colleges (24.7%) than are either those in the $20,000 to $29,999 category (17.9%) or those earning $40,000 and above (18.1%).

Responses to the last two questions suggest that citizens feel that funding increases at one type of institution should not be made at the expense of another type of school. Instead, respondents appear to prefer that the total set of resources be increased so that increases at one type of school do not result in decreases at any other type.

Table 54: All Institutions Operate on Same Cost Per Student Basis

About a third (34.1%) of those surveyed support the position that "all colleges and universities should be expected to operate on the same cost per student basis." The fact that most respondents disagree with this position seems to indicate a recognition on the part of the public that educational programs do differ in their costs at different colleges and universities and that these differences are acceptable.

Citizens differ in their responses by age, education, and income. Older persons, those with less education, and those with lower incomes are more supportive of the policy of "the same cost per student" at all institutions. Generally, the older the respondent, the more favorable he/she is toward this policy. Whereas only about two-fifths (19.8%) of those under 25 agree, over three-fifths (43.5%) of those 60 and over feel that way. Persons with less than 12 years of education are most favorable toward the proposal that colleges and universities should be expected to operate on the same cost per student basis (55.2%). College graduates and those who have attended graduate school are least favorable (19.9% and 28.7%, respectively).

TABLE 53

"STATE FUNDING SHOULD BE INCREASED FOR COMMUNITY COLLEGES AND DECREASED AT FOUR-YEAR COLLEGES AND UNIVERSITIES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	3.1	17.9	28.9	37.7	12.4	
Sex						
Male	4.4	18.3	26.7	40.9	9.8	
Female	2.0	17.6	30.9	34.8	14.7	.00489
Age						
Under 25	.1	18.0	35.9	34.7	11.2	
25-39	3.6	17.4	27.3	41.3	10.3	
40-59	4.1	18.8	28.8	33.6	14.7	
60 and over	1.1	16.9	29.3	39.5	13.1	.01955
Race						
White (Not Hispanic)	3.4	16.8	29.6	37.9	12.4	
Hispanic	1.0	29.1	21.9	45.1	3.0	-.10342
Education						
0-8 years	5.2	29.5	23.8	38.8	2.6	
9-12 years	1.5	26.1	29.6	25.5	17.3	
H.S. or G.E.D.	2.7	20.7	31.6	35.7	9.3	
Some College	3.0	16.1	31.1	38.4	11.4	
College Graduate	1.0	17.1	25.6	44.5	11.8	
Graduate School	6.0	14.3	24.4	36.9	18.5	.10480
Location						
Farm or Ranch	1.8	19.2	35.6	35.2	8.3	
Rural nonfarm	4.6	24.2	28.7	31.4	11.0	
Small town	2.7	13.4	43.5	36.6	3.8	
Town	3.3	14.2	25.6	47.1	9.7	
Small City	2.9	14.5	19.2	48.3	15.1	
City	3.6	16.7	29.1	34.8	15.7	
Metropolis	3.0	16.5	27.6	37.4	15.4	.08659
Occupation						
Farmer-Rancher	.2	25.4	37.9	29.6	6.9	
Laborer	2.8	11.2	32.6	45.4	8.0	
SVC Workers	11.7	26.9	31.3	22.8	7.4	
Operatives	2.0	28.2	22.9	44.8	2.2	
Crafts-Foremen	5.9	13.6	32.1	40.2	8.2	
Clerical-Sales	2.8	22.8	26.1	36.8	11.4	
Manager	1.7	23.3	17.6	44.2	13.1	
Professional	3.0	10.7	30.1	37.9	18.2	.16469
Income						
Less than $10,000	4.6	17.6	35.9	34.4	7.5	
$10,000 - $19,999	3.4	19.5	34.5	34.0	8.5	
$20,000 - $29,999	4.2	13.7	27.5	42.6	12.1	
$30,000 - $39,999	.4	24.3	15.5	45.7	14.1	
$40,000 and above	1.2	16.9	25.2	31.5	25.2	.15253

TABLE 54

"ALL COLLEGES AND UNIVERSITIES SHOULD BE EXPECTED TO OPERATE ON THE SAME COST PER STUDENT BASIS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	9.3	24.8	14.8	43.5	7.6	
Sex						
Male	7.3	22.1	14.7	47.3	8.5	
Female	11.2	27.1	14.9	40.0	6.8	-.11050
Age						
Under 25	6.6	13.2	11.4	64.9	3.9	
25-39	10.6	20.4	14.1	45.7	9.2	
40-59	10.5	27.1	16.3	37.8	8.3	
60 and over	4.7	38.8	15.4	37.2	4.0	-.15016
Race						
White (Not Hispanic)	9.1	25.6	14.1	43.9	7.3	
Hispanic	21.3	19.7	7.7	49.4	2.0	-.09394
Education						
0-8 years	3.6	58.1	15.0	19.3	4.1	
9-12 years	10.1	42.1	20.3	24.8	2.9	
H.S. or G.E.D.	8.6	28.2	14.9	45.8	2.4	
Some College	13.8	21.9	13.8	45.5	4.9	
College Graduate	4.8	15.1	15.7	54.1	10.2	
Graduate School	4.8	23.9	14.0	37.2	20.1	.21675
Location						
Farm or Ranch	2.9	24.0	19.0	49.8	4.4	
Rural nonfarm	2.2	30.0	15.7	41.5	10.5	
Small town	17.9	29.7	14.7	35.0	2.7	
Town	17.2	22.1	11.2	42.6	7.1	
Small City	8.3	30.7	11.5	44.8	4.6	
City	8.5	31.1	9.5	41.3	9.7	
Metropolis	11.6	16.6	16.8	45.1	9.8	.02587
Occupation						
Farmer-Rancher	1.8	36.0	17.9	42.4	1.9	
Laborer	7.5	34.0	7.1	46.6	4.7	
SVC Workers	16.5	38.6	7.7	33.2	4.0	
Operatives	5.1	38.9	11.0	30.5	14.5	
Crafts-Foremen	4.9	28.1	23.4	40.8	2.9	
Clerical-Sales	7.8	19.2	18.4	48.3	6.4	
Manager	5.7	15.5	15.7	52.4	10.6	
Professional	14.9	26.7	9.2	37.8	11.4	.04404
Income						
Less than $10,000	11.1	37.5	22.2	26.6	2.6	
$10,000 - $19,999	10.2	21.0	13.0	49.6	6.1	
$20,000 - $29,999	11.1	25.5	11.2	43.8	8.3	
$30,000 - $39,999	1.8	19.6	16.5	57.0	5.1	
$40,000 and above	9.0	21.0	15.2	36.7	18.1	.17169

Finally, residents earning less than $10,000 are more supportive (48.6%) of the "same cost per student basis" than are those in the higher income categories.

The state legislature and Colorado Commission of Higher Education take the position that all colleges and universities should not be expected to operate on the same cost per student basis. The costs may differ depending on the particular program, the individual institution, or the sector of the institution.

In summary, respondents feel that local taxes should be used, in part, to support community colleges and that higher education should receive a higher funding priority than it does at present. On the other hand, respondents do not favor funding one type of institution if it works to the disadvantage of another type. Likewise, they do not feel that students should pay the full cost of their education, nor do they feel that all colleges and universities should be expected to operate on the same cost per student basis. See Figure 9.

SEVEN PERCENT INCREASE IN SPENDING LIMIT

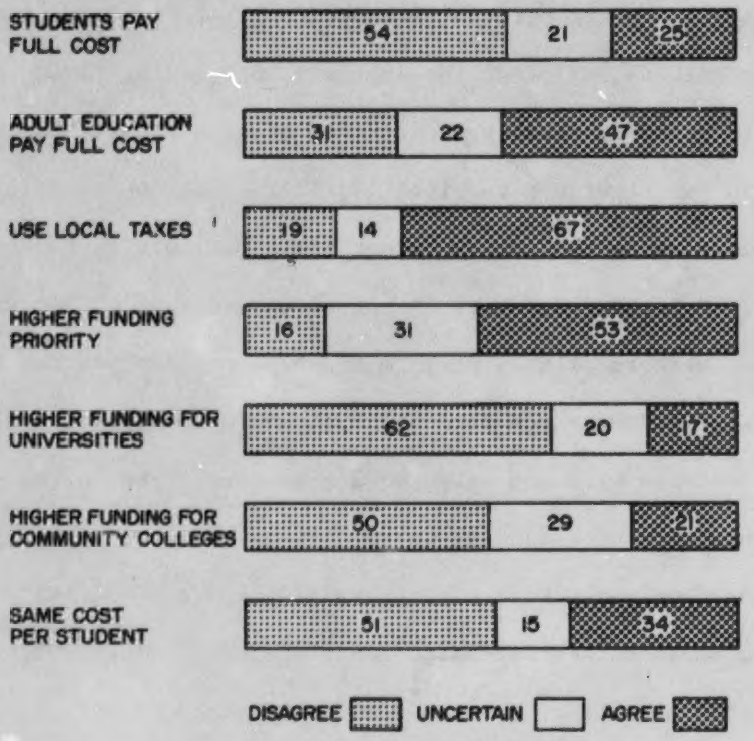
Table 55: Seven Percent Increase in Spending Limit

The seven percent increase in spending limit has received considerable attention since its inception in 1977. Colorado residents were asked for their preference regarding the spending limit. The question was prefaced as follows:

> In 1977, an annual seven percent increase in the spending limit was established by the state legislature to place a limit on public spending. Given the present rate of inflation (about 15%) and its effect on higher education, which one of the following options would you favor most?

Figure 9

DISTRIBUTION OF FUNDING OF HIGHER EDUCATION



1. Increase the spending limit by more than 7 percent and increase spending.
2. Increase the spending limit by more than 7 percent provided no new taxes are required.
3. Continue the 7 percent limit and reduce and eliminate some programs.
4. Cut back the limit to less than 7 percent and eliminate more programs.

Most respondents favor either Option 2 (45.6%) or Option 3 (41.5%). Just over half (53.6%) feel the increase in spending limit should be allowed to go above seven percent; most of them favor this increase only if no new taxes are required (45.6%). A strong minority also favored continuing the seven percent limit but cutting back on some programs. Colorado residents do not appear to want an increase in taxes, but neither do they want to cut back on spending for higher education below the seven percent increase in spending limit.

Respondents were not asked questions pertaining to the state's current practice of refunding taxes. It is quite possible that had this issue been raised, it might have affected respondents' feelings about the seven percent spending limit options. Background characteristics do not effect the way people responded to this item. See Figure 10.

The 738 respondents who chose Option 3 (continue the 7 percent and reduce or eliminate some programs) were asked how they would cope with the reduction in funds that would result if the seven percent limit were to continue. They were provided with six alternatives plus an opportunity to add any of their own. Very few offered their own suggestions. The alternatives presented were: 1) consolidate selected college campuses, 2) close selected college campuses, 3) make some

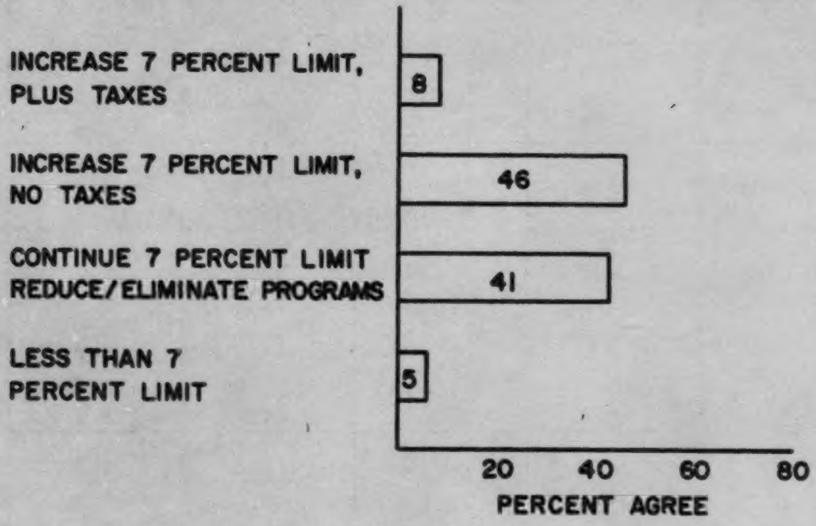
TABLE 55

"WHICH ONE OF THE FOLLOWING TAX/SPENDING LIMIT INCREASE OPTIONS WOULD YOU FAVOR MOST?"

	Incr. 7%; Incr. Tax	Incr. 7%; No Tax Incr.	Cont. 7%; Cut Progs	Reduce 7% Cut More Progs	Proportional Reduction In Error
Total Percentages	8.0	45.6	41.5	4.9	
Sex					
Male	9.8	42.2	42.7	5.3	
Female	6.4	48.8	40.3	4.5	.00476
Age					
Under 25	1.6	43.1	55.0	.3	
25-39	1.6	45.7	37.7	6.0	
40-59	7.7	47.3	40.1	4.9	
60 and over	5.7	42.9	46.8	4.4	.01229
Race					
White (Not Hispanic)	8.7	45.6	41.4	4.3	
Hispanic	1.3	51.8	36.7	10.1	.00071
Education					
0-8 years	0	31.4	60.4	8.2	
9-12 years	1.4	60.8	31.7	6.1	
H.S. or G.E.D.	6.8	52.5	36.9	3.9	
Some College	7.3	43.7	42.3	6.6	
College Graduate	6.3	45.4	45.4	2.8	
Graduate School	16.3	38.0	42.7	2.9	.02810
Location					
Farm or Ranch	6.9	38.3	51.9	2.9	
Rural nonfarm	15.9	43.2	38.8	2.1	
Small town	6.0	52.1	38.3	3.6	
Town	5.9	47.6	37.3	9.2	
Small City	5.1	41.2	41.4	12.3	
City	6.3	46.7	39.7	7.2	
Metropolis	8.8	46.8	42.6	1.7	.03012
Occupation					
Farmer-Rancher	.7	42.9	54.0	2.5	
Laborer	22.9	42.9	28.3	5.8	
SVC Workers	2.3	57.7	37.3	2.6	
Operatives	5.5	55.4	36.4	2.7	
Crafts-Foremen	5.3	48.5	34.7	11.5	
Clerical-Sales	1.7	51.1	44.4	2.8	
Manager	15.6	39.8	40.9	3.7	
Professional	12.1	46.4	36.1	5.4	.02132
Income					
Less than $10,000	7.9	50.1	36.2	5.8	
$10,000 - $19,999	6.1	55.9	36.2	1.9	
$20,000 - $29,999	11.2	36.7	46.8	5.2	
$30,000 - $39,999	3.4	34.5	55.5	6.6	
$40,000 and above	10.5	48.0	33.9	7.7	.10499

Figure 10

SEVEN PERCENT INCREASE IN SPENDING LIMIT



campus facilities available for non-educational use (e.g., private business, nursing homes, etc.), 4) increase the number of students per class, 5) cut back on selected programs at major universities, and 6) reduce the number of students who could attend the state universities. Their responses are presented in Tables 56 to 61 and will be discussed in descending order of acceptance.

Table 56: Cut Back Programs at Universities

Over half of the respondents (61.2%) feel that to "cut back on selected programs at major universities" would be an acceptable option. Their responses vary, however, by sex and income. Men are much more supportive of this option (71.0%) than are women (51.0%). Among income categories, respondents earning $30,000 and above favor this option more than do those making less. Among those making from $30,000 to $40,000, 79.3 percent favor cutting back on selected programs; and among those earning $40,000 and above, 66.7 percent agree. However, just over half of those earning less than $30,000 support this view (55.5%).

Table 57: Consolidate Selected College Campuses

The next most often selected option (58.8%) by those who favor continuing the seven percent spending increase is to "consolidate selected college campuses." When age comparisons were made, younger persons tend to favor this option more than do those who are older. For those under 25 years old, 70.7 percent support this option compared to 47.7 percent for those 60 and over.

Table 58: Non-educational Use of Campus Facilities

The third most often selected option (54.8%) is "to make some

TABLE 56

"CUT BACK ON SELECTED PROGRAMS AT MAJOR UNIVERSITIES"

	YES (Percent)	UNCERTAIN (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	61.2	9.7	29.1	
Sex				
Male	71.0	6.9	22.1	
Female	51.0	12.3	36.7	.19787
Age				
Under 25	45.8	28.1	26.1	
25-39	68.8	10.5	20.7	
40-59	55.5	4.4	40.1	
60 and over	70.1	5.3	24.6	-.02316
Race				
White (Not Hispanic)	61.8	9.8	28.5	
Hispanic	67.1	10.8	22.1	-.06271
Education				
0-8 years	41.9	12.8	45.3	
9-12 years	53.5	10.3	36.2	
H.S. or G.E.D.	61.6	5.0	33.4	
Some College	60.5	14.3	25.2	
College Graduate	76.9	9.2	13.9	
Graduate School	55.6	4.6	39.8	-.06633
Location				
Farm or Ranch	70.9	2.7	26.4	
Rural nonfarm	56.2	10.1	33.8	
Small town	53.1	15.0	31.9	
Town	66.9	12.7	20.4	
Small City	66.7	12.4	20.9	
City	54.6	8.2	37.2	
Metropolis	60.2	10.2	29.7	.05884
Occupation				
Farmer-Rancher	63.7	3.2	33.1	
Laborer	58.3	5.4	36.3	
SVC Workers	46.2	10.9	42.9	
Operatives	69.7	12.3	18.1	
Crafts-Foremen	68.7	4.3	27.0	
Clerical-Sales	54.2	14.7	31.1	
Manager	80.2	4.8	15.0	
Professional	58.5	9.5	31.9	-.02964
Income				
Less than $10,000	57.2	9.1	33.7	
$10,000 - $19,999	57.6	15.8	26.5	
$20,000 - $29,999	52.7	6.6	40.7	
$30,000 - $39,999	79.3	6.9	13.8	
$40,000 and above	66.7	9.4	24.0	-.16660

TABLE 57

"CONSOLIDATE SELECTED COLLEGE CAMPUSES"

	YES (Percent)	UNCERTAIN (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	58.8	14.3	26.9	
Sex				
Male	65.7	7.4	26.8	
Female	51.2	20.8	28.0	.11043
Age				
Under 25	70.7	20.2	9.2	
25-39	63.1	15.9	21.0	
40-59	55.1	9.3	35.7	
60 and over	47.7	17.3	35.0	.22659
Race				
White (Not Hispanic)	58.5	14.2	27.3	
Hispanic	56.0	24.1	19.9	-.01263
Education				
0-8 years	35.9	39.0	25.1	
9-12 years	45.4	13.5	41.1	
H.S. or G.E.D.	54.9	17.0	28.1	
Some College	63.0	12.1	24.9	
College Graduate	64.1	16.3	19.7	
Graduate School	58.8	8.8	32.4	-.08666
Location				
Farm or Ranch	53.2	7.8	39.0	
Rural nonfarm	60.6	8.7	30.7	
Small town	52.2	30.7	17.2	
Town	41.5	30.9	27.6	
Small City	47.9	27.3	24.8	
City	70.6	12.8	16.7	
Metropolis	65.3	6.9	27.8	-.11622
Occupation				
Farmer-Rancher	60.5	9.2	30.4	
Laborer	59.9	6.3	33.7	
SVC Workers	71.2	7.0	21.9	
Operatives	30.8	44.0	25.2	
Crafts-Foremen	75.9	7.6	16.5	
Clerical-Sales	60.8	12.5	26.7	
Manager	55.8	7.8	36.4	
Professional	53.1	18.2	28.7	.08076
Income				
Less than $10,000	53.2	22.4	24.3	
$10,000 - $19,999	60.0	12.8	27.2	
$20,000 - $29,999	55.9	17.5	26.6	
$30,000 - $39,999	68.8	10.3	20.9	
$40,000 and above	55.2	4.1	40.7	-.03764

campus facilities available for non-educational use." This along with the previous two options are the only ones that are acceptable to a majority of those surveyed. The remaining three options receive far less support.

Table 59: Increasing Class Size

When asked about "increasing the number of students per class," only a third (33.5%) feel that this is an acceptable way of dealing with the fiscal constraints associated with the seven percent limit. There are some marked differences among various categories of persons. This is especially noticeable for age, education, and occupation. Those 60 years old and above are most favorable about this option (54.6%); those in the 25 to 39 year old category are least supportive (21.4%).

In general, the lower a person's educational level, the more supportive he/she is about this option. Sixty-nine percent of those who have completed no more than junior high favor increasing class size; among high school graduates the percentage in favor drops to 40.7 percent, and for those who have had graduate training the figure is reduced by almost one-half, to 20.6 percent.

Among occupational categories, operatives find this option more favorable (58.4%) than do those in any other occupational category. Professionals, on the other hand, found this option least acceptable (23.7%).

Table 60: Closing Selected College Campuses

Among the residents who were asked if "closing selected college campuses" would be a viable alternative less than one-third (27.5%)

TABLE 58

"MAKE SOME CAMPUS FACILITIES AVAILABLE FOR NON-EDUCATIONAL USE (e.g. private business, nursing homes, etc.)"

	YES (Percent)	UNCERTAIN (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	54.8	15.9	29.3	
Sex				
Male	58.2	15.9	25.9	
Female	50.2	16.1	33.4	.08865
Age				
Under 25	64.9	6.5	28.6	
25-39	62.9	15.6	21.5	
40-59	41.9	19.6	38.5	
60 and over	56.0	16.1	27.9	.14625
Race				
White (Not Hispanic)	55.0	15.5	29.5	
Hispanic	61.8	13.4	24.8	-.06936
Education				
0-8 years	61.8	16.6	21.6	
9-12 years	40.9	36.1	22.9	
H.S. or G.E.D.	49.6	18.6	31.8	
Some College	57.8	14.4	27.7	
College Graduate	63.7	10.6	25.7	
Graduate School	47.6	15.4	36.9	.00471
Location				
Farm or Ranch	43.5	29.9	26.6	
Rural nonfarm	46.7	19.7	33.6	
Small town	66.9	6.5	26.6	
Town	56.1	10.9	33.0	
Small City	49.0	24.8	26.3	
City	51.7	14.8	33.4	
Metropolis	63.7	8.4	28.0	-.08896
Occupation				
Farmer-Rancher	32.2	46.6	21.1	
Laborer	43.6	8.0	48.4	
SVC Workers	75.3	4.3	20.5	
Operatives	67.0	13.6	19.4	
Crafts-Foremen	52.3	19.3	28.4	
Clerical-Sales	52.9	10.5	36.6	
Manager	53.1	5.8	41.1	
Professional	53.6	18.5	27.8	-.02109
Income				
Less than $10,000	60.2	17.4	22.4	
$10,000 - $19,999	52.4	18.6	28.9	
$20,000 - $29,999	51.9	15.0	33.1	
$30,000 - $39,999	59.7	15.4	24.9	
$40,000 and above	52.7	10.7	36.6	.00841

TABLE 59

"INCREASE THE NUMBER OF STUDENTS PER CLASS"

	YES (Percent)	UNCERTAIN (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	33.5	12.9	53.6	
Sex				
Male	35.0	13.2	51.8	
Female	33.0	12.5	54.5	.02793
Age				
Under 25	41.5	11.5	47.1	
25-39	21.4	14.6	64.0	
40-59	32.4	10.4	57.3	
60 and over	54.6	15.7	29.7	-.17882
Race				
White (Not Hispanic)	34.3	11.9	53.8	
Hispanic	28.9	21.1	50.0	-.00029
Education				
0-8 years	69.0	14.1	17.0	
9-12 years	35.2	9.0	55.8	
H.S. or G.E.D.	40.7	14.4	44.9	
Some College	33.0	15.8	51.2	
College Graduate	31.5	9.3	59.3	
Graduate School	20.6	9.2	70.2	.25871
Location				
Farm or Ranch	32.1	12.0	56.0	
Rural nonfarm	26.1	20.4	53.6	
Small town	20.8	19.1	60.1	
Town	34.4	13.1	52.5	
Small City	29.3	25.3	45.4	
City	45.9	12.0	42.1	
Metropolis	36.2	4.3	59.5	-.04490
Occupation				
Farmer-Rancher	40.3	14.3	45.4	
Laborer	35.6	6.9	57.4	
SVC Workers	38.0	7.1	54.9	
Operatives	58.4	9.4	32.2	
Crafts-Foremen	45.7	20.5	33.8	
Clerical-Sales	36.2	8.7	55.0	
Manager	33.5	14.9	51.5	
Professional	23.7	14.5	61.8	.17107
Income				
Less than $10,000	48.9	8.0	43.1	
$10,000 - $19,999	26.6	17.9	55.5	
$20,000 - $29,999	29.7	11.0	59.4	
$30,000 - $39,999	35.1	13.6	51.2	
$40,000 and above	36.6	11.7	51.7	.05863

report support. Those surveyed do differ, however, by location, occupation, and income. Residents from metropolitan areas and medium-size towns are most favorable toward this alternative (38.4% and 36.9%, respectively); those living in small towns and on farms and ranches are least favorable toward this option (13.2% and 10.5%, respectively).

Professionals and technical workers find this option more attractive (44.2%) than do operatives, laborers, and farmers and ranchers (8.1%, 11.7%, and 12.3%, respectively). More than half (52.3%) of those in the $30,000 to $40,000 income category feel that closing selected college campuses is a viable alternative, while only 15.9 percent of those earning less than $10,000 consider this an appropriate option.

Table 61: Enrollment Caps on State Universities

Respondents reject the alternative of "reducing the number of students who could attend state universities." Nearly two-thirds (63.6%) disagree with this option.

In summary, of those Colorado residents who favor Option 3, "Continue the 7 percent limit and reduce and eliminate some programs," a majority favor cutting back programs at major universities, consolidating selected college campuses, and converting selected campus facilities for non-educational uses. A ranking of alternatives from most to least preferred is presented in Figure 11.

DECLINING ENROLLMENT COLLEGES

Nationally, declining enrollments are becoming a problem for many institutions of higher education.[16] This trend is expected to continue as the number of 18 year olds decreases. Although the problem is not presently as acute in Colorado as it is in many other parts of the

TABLE 60

"CLOSE SELECTED COLLEGE CAMPUSES"

	YES (Percent)	UNCERTAIN (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	27.5	22.1	50.4	
Sex				
Male	30.8	21.9	47.2	
Female	25.2	22.7	52.2	.06397
Age				
Under 25	13.7	28.5	57.7	
25-39	27.4	24.7	47.9	
40-59	34.1	15.5	50.3	
60 and over	24.3	26.0	49.6	-.04307
Race				
White (Not Hispanic)	28.2	20.4	51.4	
Hispanic	14.6	30.0	55.4	.09509
Education				
0-8 years	27.7	46.9	25.5	
9-12 years	19.5	17.5	63.0	
H.S. or G.E.D.	14.6	25.2	60.2	
Some College	24.6	26.7	48.8	
College Graduate	36.1	16.8	47.1	
Graduate School	41.1	10.2	48.7	-.13483
Location				
Farm or Ranch	10.5	15.9	73.6	
Rural nonfarm	26.2	17.0	56.8	
Small town	13.2	40.3	46.6	
Town	36.9	17.6	45.5	
Small City	20.6	50.9	28.5	
City	32.4	22.3	45.2	
Metropolis	38.4	11.6	49.9	-.21598
Occupation				
Farmer-Rancher	12.3	29.7	58.0	
Laborer	11.7	14.8	73.5	
SVC Workers	31.9	11.9	56.1	
Operatives	8.1	46.9	45.0	
Crafts-Foremen	23.1	27.3	49.5	
Clerical-Sales	21.0	21.5	57.5	
Manager	34.5	19.5	46.0	
Professional	44.2	19.0	36.8	-.24281
Income				
Less than $10,000	15.9	31.9	52.2	
$10,000 - $19,999	17.2	22.2	60.6	
$20,000 - $29,999	25.3	20.4	54.2	
$30,000 - $39,999	52.3	25.2	22.4	
$40,000 and above	30.5	7.9	61.6	-.20020

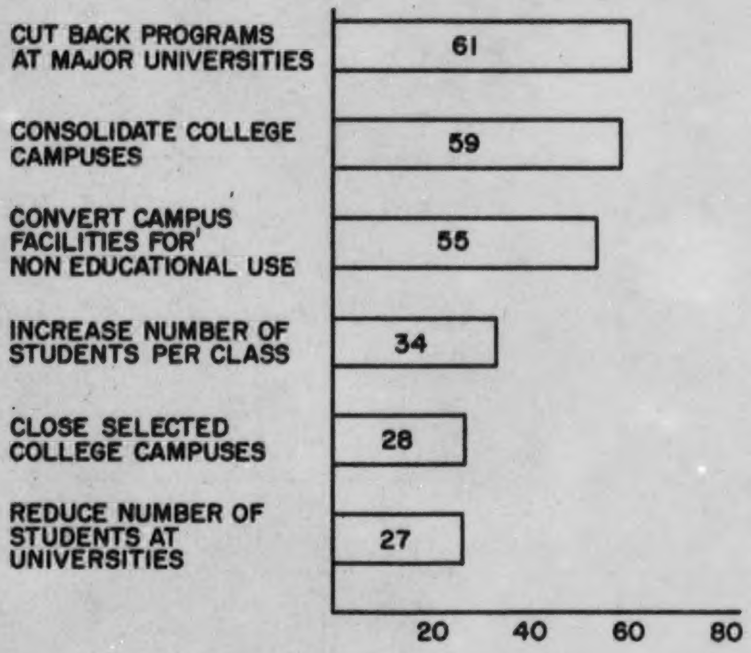
TABLE 61

"REDUCE THE NUMBER OF STUDENTS WHO COULD ATTEND THE STATE UNIVERSITIES"

	YES (Percent)	UNCERTAIN (Percent)	NO (Percent)	Proportional Reduction In Error
Total Percentages	26.8	9.6	63.6	
Sex				
Male	24.5	7.3	68.2	
Female	29.1	11.8	59.6	-.08325
Age				
Under 25	25.8	13.1	61.1	
25-39	23.3	13.8	62.9	
40-59	21.7	5.8	72.5	
60 and over	45.7	6.2	48.1	-.07346
Race				
White (Not Hispanic)	26.9	9.5	63.6	
Hispanic	28.2	19.7	52.1	-.08849
Education				
0-8 years	33.5	17.3	49.2	
9-12 years	17.2	13.5	69.3	
H.S. or G.E.D.	23.2	6.5	70.3	
Some College	19.8	9.5	70.7	
College Graduate	44.7	6.1	49.2	
Graduate School	29.9	13.2	56.9	-.14069
Location				
Farm or Ranch	22.4	3.3	74.2	
Rural nonfarm	35.6	8.0	56.4	
Small town	22.3	15.1	62.6	
Town	29.0	15.6	55.4	
Small City	23.9	9.2	66.9	
City	22.5	7.1	70.3	
Metropolis	29.1	11.6	59.3	-.07131
Occupation				
Farmer-Rancher	21.1	3.5	75.4	
Laborer	16.7	0	83.3	
SVC Workers	54.0	7.1	38.9	
Operatives	7.7	11.1	81.2	
Crafts-Foremen	29.3	5.2	65.5	
Clerical-Sales	21.1	12.4	66.5	
Manager	25.5	7.7	66.9	
Professional	28.5	13.3	58.3	-.08826
Income				
Less than $10,000	24.9	8.0	67.1	
$10,000 - $19,999	25.1	12.8	62.1	
$20,000 - $29,999	26.3	11.2	62.6	
$30,000 - $39,999	30.3	7.4	62.2	
$40,000 and above	28.5	3.7	67.8	-.01472

Figure 11

ACCEPTABLE ACTIONS FOR STAYING WITHIN THE SEVEN PERCENT INCREASE IN SPENDING LIMIT



country, declining enrollments in some of the state's colleges is a problem. In this section of the report we will present several possible alternatives for coping with the problem and solicit views of Colorado residents about these alternatives and implications which surround some of these alternatives.

We presented the total sample of respondents with six possible ways of dealing with declining enrollment colleges: 1) close declining enrollment colleges, 2) maintain enrollment limits at major universities to encourage students to attend smaller colleges, 3) increase financial aid to students at declining enrollment colleges, 4) transfer established programs from high enrollment institutions to those with declining enrollments, 5) convert declining enrollment colleges to non-educational purposes (e.g., health care, public service, cultural center, etc.), and 6) all credits received for academic courses at any given Colorado college or university should be transferable to any other academic institution. Each of these possible alternatives is discussed in descending order of agreement from highest to lowest.

Table 62: Liberal Transfer of Academic Credits

Almost nine out of every ten (89.7%) respondents feel that one of the ways for dealing with declining enrollments is to make sure that "all credits received for academic courses at any given Colorado college or university should be transferable to any other academic institution." This finding suggests that students should be able to attend any college or university without fear of being penalized by the non-transferability of credit.

The state legislature has mandated that transfer of credits among institutions be possible. The Colorado Commission on Higher Education is attempting to facilitate and monitor the existing transfer-of-credits policies of all institutions. There is no uniform policy which all institutions must follow. Rather each institution must develop its own transfer program and submit it to the Commission on Higher Education for approval.[17]

The initial charge of community colleges was to provide students primarily with occupational programs and training, rather than to serve as a "feeder school" for a four-year institution. However, their mission has been changing. The state has designated that one of the missions of two-year colleges is to serve as feeder schools to the larger four-year colleges and universities. This can happen only if academic credits can be transferred between institutions.

There are at least two problem areas pertaining to the transfer of academic credits. Not all "academic" credits count equally toward the requirements of the majors in which transfer students seek to complete their baccalaureate degrees, and not everybody agrees on which courses offered in lower division programs are "academic" and which ones are not. These issues must be resolved if the transfer student is to be able to move conveniently from one institution to another.[18]

Table 63: Enrollment Limits at Major Universities

A little over half (58.4%) of the respondents feel that "enrollment limits should be maintained at major universities to encourage students to attend smaller colleges." At present, two schools have enrollment limits placed on them--the University of Colorado and Colorado State University.

The current policy regarding enrollment limits has been advanced on the assumption that students who are turned away from major universities

TABLE 62

"ALL CREDITS RECEIVED FOR ACADEMIC COURSES AT ANY GIVEN COLORADO COLLEGE OR UNIVERSITY SHOULD BE TRANSFERABLE TO ANY OTHER ACADEMIC INSTITUTION"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	48.7	41.0	3.4	6.1	0.8	
Sex						
Male	43.9	44.6	4.6	6.2	.7	
Female	53.1	37.7	2.3	6.0	.9	-.09201
Age						
Under 25	53.3	28.1	2.2	16.4	.1	
25-39	52.7	40.1	2.1	4.2	.8	
40-59	47.5	41.6	3.1	6.8	1.0	
60 and over	37.5	50.6	8.5	2.6	.9	.11450
Race						
White (Not Hispanic)	47.6	42.1	3.0	6.4	.9	
Hispanic	60.6	24.6	12.5	2.3	0	-.10139
Education						
0-8 years	45.7	26.1	26.2	2.1	0	
9-12 years	34.8	59.7	3.7	1.7	0	
H.S. or G.E.D.	35.2	59.9	.8	3.7	.4	
Some College	57.1	34.5	4.4	3.4	.6	
College Graduate	54.7	33.3	.8	10.1	1.1	
Graduate School	47.4	34.0	3.0	13.6	2.1	-.06799
Location						
Farm or Ranch	44.2	52.1	1.2	2.5	0	
Rural nonfarm	43.3	47.9	.9	6.3	1.6	
Small town	47.8	45.8	2.5	3.3	.6	
Town	46.9	41.5	4.0	7.2	.4	
Small City	39.9	46.6	8.1	4.7	.8	
City	53.8	34.9	4.4	5.1	1.7	
Metropolis	53.2	34.1	3.0	9.3	.4	-.04794
Occupation						
Farmer-Rancher	43.0	53.6	2.0	1.2	.1	
Laborer	37.6	56.0	.6	5.8	0	
SVC Workers	54.9	39.8	1.8	3.1	.4	
Operatives	38.5	44.0	15.7	1.8	0	
Crafts-Foremen	31.8	61.3	2.3	4.0	.6	
Clerical-Sales	60.3	34.0	1.7	3.4	.5	
Manager	43.6	51.3	1.9	2.5	.8	
Professional	48.9	32.3	3.7	13.6	1.5	.02416
Income						
Less than $10,000	49.4	40.9	4.7	4.6	.5	
$10,000 - $19,999	50.0	39.3	4.0	6.1	.6	
$20,000 - $29,999	49.6	44.2	1.9	3.8	.5	
$30,000 - $39,999	41.9	47.7	1.6	7.8	1.0	
$40,000 and above	50.3	31.5	5.4	10.7	2.1	.04160

will in fact attend institutions that are having serious enrollment problems. Five schools (target schools) were identified as having problems of declining enrollments for the 1979-80 academic year. They were Mesa College, Adams State College, University of Southern Colorado, Trinidad State Junior College, and Otero Junion College.

At least one study casts some doubt about the effectiveness of this policy as a method for helping to maintain or raise enrollments at some of the smaller colleges. A 1979 study at the University of Colorado of students who were denied admission at C. U. found that these persons went to:

Other universities in Colorado (except U.S.C.)	57.6%
Colleges and universities in other states	17.5%
Target schools in Colorado	4.0%
Non-targeted schools in Colorado	14.4%
Work	5.9%

Only four percent of the students denied admission to the University of Colorado enrolled at one of the targeted schools. Although this is only one study on a limited number of students over a short period of time, it does raise some questions about the effectiveness of this policy in helping to solve the problem of declining enrollments. A similar study is being undertaken at Colorado State University to ascertain what happens to students denied admission at that university.

Table 64: Transferring Programs from High to Low Enrollment Institutions

There is less than 50 percent agreement on each of the next four methods of coping with declining enrollments. Less than half (44.8%) of those surveyed favor "transferring established programs from high

TABLE 63

"MAINTAIN ENROLLMENT LIMITS AT MAJOR UNIVERSITIES TO ENCOURAGE STUDENTS TO ATTEND SMALLER COLLEGES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	9.7	48.7	14.7	19.7	7.2	
Sex						
Male	11.5	45.3	15.6	21.3	7.4	
Female	8.9	51.7	14.0	18.3	7.1	-.03398
Age						
Under 25	15.3	45.5	12.7	21.6	4.9	
25-39	8.1	48.4	13.8	24.1	5.6	
40-59	10.3	45.2	15.5	17.5	11.4	
60 and over	8.8	59.9	16.7	11.9	2.7	-.04117
Race						
White (Not Hispanic)	8.7	48.4	15.2	19.9	7.8	
Hispanic	13.7	47.5	14.2	21.3	3.2	-.08116
Education						
0-8 years	7.3	68.2	13.4	9.6	1.6	
9-12 years	10.4	35.6	15.1	38.2	.7	
H.S. or G.E.D.	5.2	55.8	18.7	13.0	7.2	
Some College	11.0	49.4	17.2	16.8	5.6	
College Graduate	10.0	44.7	10.9	28.5	5.9	
Graduate School	12.1	43.7	7.9	21.3	15.0	.04557
Location						
Farm or Ranch	11.0	51.9	18.1	14.2	4.8	
Rural nonfarm	9.3	53.3	11.7	22.7	3.0	
Small town	18.9	53.8	15.5	10.9	.8	
Town	13.0	40.7	13.8	29.2	3.3	
Small City	4.5	57.7	9.0	22.9	5.9	
City	7.2	45.8	13.0	24.7	9.3	
Metropolis	9.6	42.1	18.3	17.4	12.6	.12551
Occupation						
Farmer-Rancher	6.3	60.8	17.2	12.3	3.6	
Laborer	5.2	31.9	8.5	52.0	2.3	
SVC Workers	6.7	53.4	21.5	16.4	2.0	
Operatives	13.8	54.6	12.5	17.4	1.6	
Crafts-Foremen	5.7	58.4	6.9	25.9	3.1	
Clerical-Sales	5.0	58.7	12.9	19.5	3.9	
Manager	15.1	37.2	16.2	19.6	11.9	
Professional	11.7	43.0	14.7	19.0	11.6	.05971
Income						
Less than $10,000	14.3	44.8	25.9	10.2	4.7	
$10,000 - $19,999	12.0	42.9	15.9	24.2	5.0	
$20,000 - $29,999	7.1	55.0	10.1	21.1	6.8	
$30,000 - $39,999	6.1	56.9	11.2	20.0	5.9	
$40,000 and above	8.1	44.2	11.8	18.6	17.3	.07767

enrollment institutions to those with declining enrollments." When compared by race, more than half (60.4%) of the Hispanics favor transferring of programs compared to 43.4 percent of the Whites. Those who have not completed their college education support the transferring of programs much more (50.3%) than those who have at least a college degree (33.0%).

We followed up on this question by asking respondents if they felt "transferring established programs from universities to declining enrollment colleges would reduce the quality of higher education in the state." Just over a quarter (26.3%) say "yes." It is clear from their responses that a possible decline in the quality of higher education in the state was not a major reason why respondents felt that these programs should not be transferred. See Table 65.

Table 66: Financial Aid to Students at Declining Enrollment Colleges

About a third (33.1%) of the respondents support "increasing financial aid to students at declining enrollment colleges." However, among occupational categories, more than half of service workers (60.0%) and operatives (52.3%) favor this alternative. But, only about one-quarter of the professionals and technical workers (23.9%), managers and proprietors (28.2%), craftsmen and foremen (25.7%) favor increasing financial aid as a means of moving students to declining enrollment schools.

Respondents also differ by income in their support for financial aid as a means to enroll more students at declining enrollment colleges. Lower income respondents are more in favor of this policy that those with higher incomes. Respondents earning less than $30,000 per year are more favorable about increasing financial aid to students at declining enrollment colleges (36.4%) than those earning $30,000 and above (24.2%).

TABLE 64

"TRANSFER ESTABLISHED PROGRAMS FROM HIGH ENROLLMENT INSTITUTIONS TO THOSE WITH DECLINING ENROLLMENTS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	9.1	35.7	25.1	23.1	6.9	
Sex						
Male	9.5	32.0	22.5	29.0	7.0	
Female	8.8	39.2	27.5	17.8	6.8	-.09167
Age						
Under 25	6.9	25.0	26.7	35.4	6.1	
25-39	11.1	38.5	22.5	22.6	5.2	
40-59	8.9	33.4	27.5	20.0	10.2	
60 and over	5.5	41.0	25.5	24.1	3.9	-.00567
Race						
White (Not Hispanic)	8.1	35.3	25.6	23.6	7.4	
Hispanic	21.6	38.8	19.5	18.9	1.1	-.23569
Education						
0-8 years	4.0	45.5	44.8	3.8	1.8	
9-12 years	16.0	35.7	17.3	29.8	1.2	
H.S. or G.E.D.	5.6	45.0	24.1	22.4	2.9	
Some College	14.0	36.1	26.4	18.2	5.3	
College Graduate	4.8	28.9	20.6	31.0	14.8	
Graduate School	4.6	28.3	27.7	28.1	11.3	.18161
Location						
Farm or Ranch	3.1	39.4	29.0	27.1	1.4	
Rural nonfarm	4.1	46.8	17.5	25.5	6.1	
Small town	19.1	33.7	20.5	24.3	2.4	
Town	10.5	44.4	20.0	22.2	2.9	
Small City	3.7	35.8	23.1	27.4	10.1	
City	15.1	27.0	25.8	19.7	12.2	
Metropolis	9.8	30.8	30.8	20.9	7.7	.02969
Occupation						
Farmer-Rancher	2.5	32.4	37.1	26.5	1.5	
Laborer	8.1	26.9	28.9	36.1	0	
SVC Workers	17.6	43.4	26.7	11.0	1.3	
Operatives	4.1	64.7	17.8	12.5	.8	
Crafts-Foremen	9.7	27.1	19.9	37.0	6.3	
Clerical-Sales	7.3	40.3	23.8	23.1	5.5	
Manager	6.7	48.7	16.6	23.2	4.9	
Professional	13.6	23.4	29.7	21.0	12.3	.04618
Income						
Less than $10,000	10.0	37.0	27.3	23.1	2.6	
$10,000 - $19,999	9.0	28.7	33.7	21.8	6.9	
$20,000 - $29,999	11.6	42.1	18.3	24.0	3.9	
$30,000 - $39,999	4.3	40.9	25.4	19.5	9.8	
$40,000 and above	8.2	30.9	18.0	27.8	15.1	.05291

TABLE 65

"TRANSFERRING ESTABLISHED PROGRAMS FROM UNIVERSITIES TO DECLINING ENROLLMENT COLLEGES WOULD REDUCE THE QUALITY OF HIGHER EDUCATION IN THE STATE"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	7.3	19.0	25.9	38.0	9.8	
Sex						
Male	5.9	26.2	23.5	33.6	10.8	
Female	8.6	12.5	28.1	41.9	8.9	.07520
Age						
Under 25	9.7	30.2	31.4	22.1	6.6	
25-39	6.1	15.9	24.1	43.1	10.7	
40-59	8.3	17.0	28.4	34.3	12.1	
60 and over	6.3	25.6	20.9	43.3	3.9	.00239
Race						
White (Not Hispanic)	7.4	19.3	26.3	36.9	10.1	
Hispanic	11.8	9.9	27.9	48.0	2.4	-.00292
Education						
0-8 years	19.7	14.7	22.1	32.1	11.5	
9-12 years	1.8	26.4	24.4	37.6	9.9	
H.S. or G.E.D.	1.4	15.3	33.5	44.7	5.1	
Some College	7.1	12.5	27.9	38.6	13.9	
College Graduate	8.2	26.8	23.8	34.2	7.0	
Graduate School	14.5	28.9	15.0	32.6	8.9	-.11342
Location						
Farm or Ranch	3.3	18.5	27.5	38.8	11.9	
Rural nonfarm	10.2	14.7	22.1	47.4	5.7	
Small town	1.7	14.5	28.7	44.2	10.9	
Town	9.5	14.7	19.6	44.2	12.0	
Small City	5.4	22.7	23.7	41.4	6.9	
City	10.9	18.4	25.1	31.3	14.4	
Metropolis	7.8	23.1	29.6	30.4	9.1	-.09536
Occupation						
Farmer-Rancher	1.3	16.5	32.1	41.0	9.0	
Laborer	3.5	18.0	41.5	26.8	10.3	
SVC Workers	13.8	7.9	22.2	51.6	4.5	
Operatives	2.6	12.7	25.2	55.6	3.8	
Crafts-Foremen	6.8	28.6	20.0	38.3	6.4	
Clerical-Sales	7.6	12.4	33.0	40.3	6.8	
Manager	.6	21.8	21.0	47.5	9.0	
Professional	11.4	21.4	20.9	30.6	15.8	-.01813
Income						
Less than $10,000	5.7	16.0	31.7	39.1	7.6	
$10,000 - $19,999	5.7	23.5	24.8	37.6	8.3	
$20,000 - $29,999	3.8	15.0	20.8	46.7	13.7	
$30,000 - $39,999	8.8	19.2	33.5	31.8	6.8	
$40,000 and above	18.1	21.2	23.8	26.0	10.9	-.05346

Both the state legislature and the Colorado Commission on Higher Education have continued to take steps to deal with the problems encountered by colleges currently suffering from a decline in enrollment. Most of this help comes by redistributing some of the total monies assigned to student assistance for all colleges and universities to those with declining enrollments. The stated purpose of this redirection is "to assist institutions which have lost significant numbers of enrolled students over the past five years in increasing their enrollments."[19] The monies involved in this redirection are the State Work Study Programs, Colorado Student Grants, and Colorado Scholarships.[20]

Table 67: Convert to Non-educational Purposes

About a quarter (26.7%) of those surveyed favor "converting declining enrollment colleges to non-educational purposes." Although a majority of both sexes do not favor conversion, females are somewhat more supportive of this alternative (29.9%) than are males (23.1%).

Table 68: Close Declining Enrollment Colleges

"Closing declining enrollment colleges" is viewed as the least acceptable alternative for dealing with the problems of declining enrollments. Less than a fifth (17.4%) agree with this proposal. Responses to this alternative do differ by age and race. Persons 40 years old and above are more supportive of this policy (22.2%) than are younger persons (12.7%). Compared with Hispanics, White citizens are much more favorable toward the idea of closing declining enrollment colleges (Whites 18.6%, Hispanics 2.6%). No public institution was closed in Colorado during the last decade.

Any policies designed to cope with the problem of declining enrollment at some colleges might affect other dimensions of education or the

TABLE 66

"INCREASE FINANCIAL AID TO STUDENTS AT DECLINING ENROLLMENT COLLEGES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	6.5	26.6	22.3	34.8	9.7	
Sex						
Male	5.5	24.7	17.1	40.0	12.7	
Female	7.5	28.3	27.2	30.1	7.0	-.14877
Age						
Under 25	2.5	34.2	23.6	35.6	4.1	
25-39	7.9	29.5	20.3	32.1	10.2	
40-59	7.9	21.8	20.6	38.7	10.9	
60 and over	2.0	25.2	31.5	32.4	9.0	.07478
Race						
White (Not Hispanic)	5.6	26.7	23.4	34.7	9.6	
Hispanic	4.8	41.0	6.2	37.4	10.6	-.04001
Education						
0-8 years	3.4	68.5	15.3	8.9	3.8	
9-12 years	1.5	15.3	33.2	39.0	11.0	
H.S. or G.E.D.	11.0	33.6	16.2	33.2	6.0	
Some College	7.2	24.9	25.9	32.2	9.8	
College Graduate	4.3	23.9	18.4	41.3	12.2	
Graduate School	3.9	22.2	22.6	39.1	12.2	.13318
Location						
Farm or Ranch	4.7	34.9	27.0	27.3	6.1	
Rural nonfarm	2.9	34.8	18.1	38.6	5.6	
Small town	14.6	24.3	19.5	39.4	2.2	
Town	5.8	23.0	29.8	30.3	11.1	
Small City	2.7	30.7	16.1	41.6	8.9	
City	2.0	34.1	17.0	33.5	13.4	
Metropolis	8.2	16.2	27.4	34.7	13.5	.11108
Occupation						
Farmer-Rancher	4.5	34.0	27.1	29.1	5.3	
Laborer	8.2	19.6	27.3	42.1	2.9	
SVC Workers	6.8	53.2	23.8	14.9	1.3	
Operatives	15.7	36.6	14.3	30.6	2.7	
Crafts-Foremen	4.3	21.4	17.3	49.0	8.0	
Clerical-Sales	10.9	29.1	20.5	32.7	6.8	
Manager	7.1	21.1	13.5	41.0	17.2	
Professional	3.4	20.5	29.0	33.8	13.3	.15681
Income						
Less than $10,000	10.2	23.7	25.9	35.3	4.9	
$10,000 - $19,999	8.9	28.2	24.8	30.4	7.6	
$20,000 - $29,999	4.9	32.4	25.3	24.8	12.6	
$30,000 - $39,999	5.8	19.8	14.7	51.0	8.6	
$40,000 and above	1.2	21.7	14.5	47.5	15.0	.16240

TABLE 67

"CONVERT DECLINING ENROLLMENT COLLEGES TO NONEDUCATIONAL PURPOSES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	3.8	22.9	34.5	29.2	9.6	
Sex						
Male	3.3	19.8	29.8	35.0	12.1	
Female	4.3	25.6	38.9	23.8	7.3	-.16274
Age						
Under 25	5.5	29.3	34.8	22.1	8.4	
25-39	2.9	23.3	31.8	31.8	10.2	
40-59	3.7	21.5	34.6	29.4	10.8	
60 and over	5.4	20.8	41.8	25.9	5.9	.00014
Race						
White (Not Hispanic)	4.1	22.9	34.1	29.5	9.3	
Hispanic	1.2	30.1	42.3	22.7	3.8	-.11649
Education						
0-8 years	17.1	12.8	43.1	23.1	3.8	
9-12 years	10.5	21.5	32.4	31.4	4.1	
H.S. or G.E.D.	4.5	26.6	34.4	28.6	5.8	
Some College	3.4	21.2	39.1	27.4	8.9	
College Graduate	.9	24.2	22.2	32.7	19.9	
Graduate School	1.9	22.7	35.0	30.7	9.7	.11854
Location						
Farm or Ranch	.6	16.8	38.1	35.2	9.3	
Rural nonfarm	.5	12.4	42.6	39.4	5.1	
Small town	2.8	25.9	38.5	23.4	9.4	
Town	2.7	24.6	23.8	33.2	15.7	
Small City	3.6	25.6	35.0	26.8	9.1	
City	8.3	25.5	28.0	27.6	10.6	
Metropolis	4.9	25.2	34.1	25.5	10.3	-.09537
Occupation						
Farmer-Rancher	1.2	20.7	32.9	38.1	7.1	
Laborer	6.8	15.8	15.5	55.0	6.9	
SVC Workers	17.4	25.6	27.4	24.2	5.3	
Operatives	2.2	11.2	44.1	38.9	3.5	
Crafts-Foremen	.5	15.6	32.7	42.4	8.8	
Clerical-Sales	4.3	24.7	38.9	24.6	7.6	
Manager	1.1	15.5	34.6	32.3	16.5	
Professional	4.2	29.9	32.1	22.8	11.0	-.05289
Income						
Less than $10,000	7.4	21.5	38.1	25.4	7.7	
$10,000 - $19,999	5.3	21.3	33.2	31.2	9.0	
$20,000 - $29,999	2.7	19.8	29.4	38.0	10.1	
$30,000 - $39,999	.2	32.5	43.5	16.3	7.5	
$40,000 and above	2.2	24.3	34.4	24.6	14.5	.01887

involved. Residents were asked several questions surrounding these issues. Socio-demographic characteristics of respondents are not related to how they feel about the issues.

According to Table 69, almost two-thirds (63.3%) of those surveyed feel that "maintaining the quality of life of smaller communities should be an important reason to keep colleges in these communities." When asked if "maintaining colleges in small communities serves the needs of community or rural development more than it does the need of higher education," a third (33.6%) of the residents say they agree (Table 70). As shown in Table 71, less than a third (31.7%) feel that "colleges experiencing a major decline in enrollment should be maintained even if it means limiting the number of students who can attend major universities." Over 40 percent (42.4%) disagree with that alternative.

The data suggest that Colorado citizens feel that some policies designed to cope with the problem of declining enrollments would affect other aspects of higher education and community life. These secondary impacts should be taken into account when making any policy decisions.

In summary, Colorado residents report the most acceptable alternatives for dealing with the problem of declining enrollment is a liberal policy of transferring credits from one institution to another, enrollment limits at major universities, and the transfer of programs from high to low enrollment institutions. The least acceptable alternatives are increasing financial aid to students at declining enrollment colleges, converting them to non-educational purposes, or closing them. These alternatives are shown in Figure 12.

TABLE 68

"CLOSE DECLINING ENROLLMENT COLLEGES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	2.4	15.0	29.9	41.4	11.3	
Sex						
Male	2.3	12.6	28.6	45.4	11.0	
Female	2.5	17.3	31.1	37.7	11.5	-.07161
Age						
Under 25	.3	17.2	13.7	49.7	19.1	
25-39	.3	11.1	27.5	47.3	13.8	
40-59	4.9	17.9	33.6	35.5	8.0	
60 and over	3.6	17.4	37.9	34.0	7.1	-.24968
Race						
White (Not Hispanic)	2.6	16.0	30.1	41.3	10.1	
Hispanic	.4	2.2	40.0	33.9	23.4	.18923
Education						
0-8 years	2.8	22.0	29.3	44.2	1.7	
9-12 years	9.2	14.2	35.2	37.8	3.6	
H.S. or G.E.D.	1.1	16.2	38.0	39.4	5.3	
Some College	2.2	14.4	26.1	42.6	14.7	
College Graduate	.1	12.2	25.8	49.8	12.1	
Graduate School	3.9	16.9	29.7	35.0	14.4	.10050
Location						
Farm or Ranch	.5	5.1	26.5	55.3	12.4	
Rural nonfarm	3.9	12.5	33.6	42.8	7.1	
Small town	2.3	15.5	31.8	41.1	9.4	
Town	7.6	12.5	27.9	40.2	11.9	
Small City	1.6	19.2	22.7	44.3	12.1	
City	2.0	16.3	26.9	43.2	11.5	
Metropolis	1.9	18.7	33.8	32.9	12.8	-.08181
Occupation						
Farmer-Rancher	.2	5.5	31.7	55.8	6.7	
Laborer	3.1	20.0	19.4	54.2	3.3	
SVC Workers	2.1	19.0	24.2	49.9	4.8	
Operatives	.3	8.7	17.3	42.6	31.2	
Crafts-Foremen	.6	17.4	22.1	45.8	14.1	
Clerical-Sales	1.3	13.0	37.4	41.3	7.0	
Manager	1.4	11.3	31.6	38.4	17.3	
Professional	5.4	18.5	26.9	37.2	12.1	-.08211
Income						
Less than $10,000	1.9	17.2	30.0	37.1	13.9	
$10,000 - $19,999	1.9	10.5	28.4	49.1	10.1	
$20,000 - $29,999	3.6	14.5	27.8	44.9	9.3	
$30,000 - $39,999	1.1	20.5	34.1	31.6	12.6	
$40,000 and above	3.1	17.7	32.6	33.5	13.1	-.06713

TABLE 69

"MAINTAINING THE QUALITY OF LIFE OF SMALLER COMMUNITIES SHOULD BE AN IMPORTANT REASON TO KEEP COLLEGES IN THESE COMMUNITIES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	14.1	49.2	13.5	19.8	3.4	
Sex						
Male	14.6	50.8	10.5	20.3	3.8	
Female	13.6	47.8	16.3	19.3	2.9	.02233
Age						
Under 25	20.3	53.1	18.0	7.9	.6	
25-39	15.7	50.0	10.4	20.0	3.9	
40-59	13.4	45.0	15.8	21.7	4.1	
60 and over	7.0	54.7	14.0	22.4	1.8	.12696
Race						
White (Not Hispanic)	13.3	48.8	14.0	20.7	3.2	
Hispanic	17.3	62.1	2.2	7.8	10.5	-.13505
Education						
0-8 years	16.0	69.3	11.5	3.2	0	
9-12 years	20.9	46.5	11.1	21.4	.1	
H.S. or G.E.D.	12.2	51.3	17.5	18.0	1.0	
Some College	12.8	47.3	11.8	22.5	5.6	
College Graduate	16.4	48.6	14.2	16.9	3.9	
Graduate School	14.6	49.3	13.0	20.4	2.7	.02882
Location						
Farm or Ranch	24.8	40.7	16.8	14.5	3.2	
Rural nonfarm	11.8	52.8	9.1	21.7	4.6	
Small town	17.7	52.9	5.4	17.9	6.1	
Town	16.2	44.5	14.8	17.2	7.3	
Small City	6.6	53.8	16.4	21.7	1.4	
City	11.4	54.2	15.0	14.2	5.2	
Metropolis	14.3	46.5	14.5	23.6	1.1	.04756
Occupation						
Farmer-Rancher	27.5	52.1	9.3	9.7	1.4	
Laborer	12.3	38.8	9.6	37.5	1.7	
SVC Workers	17.8	54.0	16.0	10.6	1.7	
Operatives	20.8	58.2	11.7	7.0	2.4	
Crafts-Foremen	11.4	45.2	12.6	28.7	2.2	
Clerical-Sales	8.4	47.6	14.9	25.9	3.1	
Manager	19.6	37.6	11.9	28.9	2.0	
Professional	13.4	53.3	12.9	14.3	6.2	.04972
Income						
Less than $10,000	12.3	59.5	8.9	16.2	3.1	
$10,000 - $19,999	19.0	52.3	13.4	12.8	2.5	
$20,000 - $29,999	9.5	48.6	16.2	20.5	5.3	
$30,000 - $39,999	8.8	41.4	11.5	37.2	1.1	
$40,000 and above	20.6	39.7	16.2	19.8	3.7	.12967

TABLE 70

"MAINTAINING COLLEGES IN SMALL COMMUNITIES SERVES THE NEEDS OF COMMUNITY OR RURAL DEVELOPMENT MORE THAN IT DOES THE NEEDS OF HIGHER EDUCATION"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	4.6	29.0	20.2	39.8	6.3	
Sex						
Male	5.1	29.1	20.6	40.1	5.1	
Female	4.2	29.0	19.9	39.6	7.3	.02824
Age						
Under 25	2.9	34.1	16.9	39.6	6.5	
25-39	4.9	24.5	25.0	39.2	6.5	
40-59	4.9	27.9	17.0	42.7	7.6	
60 and over	4.5	41.1	17.3	34.8	2.4	-.05654
Race						
White (Not Hispanic)	4.2	29.5	19.1	40.4	6.7	
Hispanic	4.8	23.7	45.2	24.1	2.3	-.12135
Education						
0-8 years	7.5	33.6	33.0	24.3	1.7	
9-12 years	6.6	22.1	11.8	47.8	11.6	
H.S. or G.E.D.	4.6	27.3	19.3	45.3	3.5	
Some College	3.2	22.8	26.3	40.1	7.7	
College Graduate	5.5	36.0	13.5	42.0	3.0	
Graduate School	6.0	40.5	15.3	30.2	8.0	-.09188
Location						
Farm or Ranch	5.8	18.1	12.2	47.1	16.8	
Rural nonfarm	7.5	30.0	18.0	42.6	1.9	
Small town	6.4	23.8	17.2	45.2	7.4	
Town	4.4	35.1	24.1	31.0	5.5	
Small City	2.0	35.2	16.8	40.8	5.2	
City	3.9	26.8	23.4	44.1	1.7	
Metropolis	4.0	32.6	23.1	33.2	7.0	-.08785
Occupation						
Farmer-Rancher	8.9	18.8	13.1	49.2	9.9	
Laborer	4.4	24.0	11.8	57.0	2.8	
SVC Workers	5.1	25.6	28.6	27.7	13.0	
Operatives	4.1	41.6	13.1	39.2	2.0	
Crafts-Foremen	9.2	27.1	19.7	41.5	2.5	
Clerical-Sales	3.1	20.2	24.4	48.0	4.2	
Manager	5.4	25.0	20.4	39.4	9.8	
Professional	3.0	36.7	18.5	36.1	5.6	-.06626
Income						
Less than $10,000	6.5	32.0	22.8	30.4	8.3	
$10,000 - $19,999	5.9	27.6	21.7	38.4	6.4	
$20,000 - $29,999	2.3	23.6	23.1	47.4	3.5	
$30,000 - $39,999	1.6	36.2	9.7	48.0	4.5	
$40,000 and above	7.7	32.2	18.8	30.5	10.8	.03329

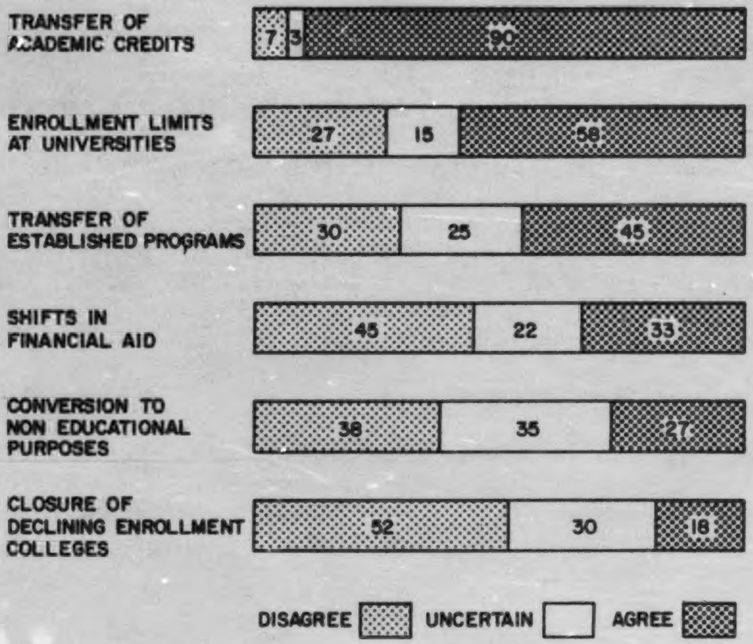
TABLE 71

"COLLEGES EXPERIENCING A MAJOR DECLINE IN ENROLLMENT SHOULD BE MAINTAINED EVEN IF IT MEANS LIMITING THE NUMBER OF STUDENTS WHO CAN ATTEND MAJOR UNIVERSITIES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	4.5	27.2	25.8	34.7	7.7	
Sex						
Male	6.4	26.0	23.8	35.2	8.6	
Female	2.9	28.3	27.7	34.3	6.8	-.00695
Age						
Under 25	6.8	32.6	23.5	35.2	1.9	
25-39	4.0	27.8	24.2	37.6	6.3	
40-59	4.3	23.6	26.1	34.2	11.8	
60 and over	5.2	30.8	31.2	27.9	5.0	.01809
Race						
White (Not Hispanic)	4.9	27.2	25.4	34.2	8.3	
Hispanic	1.1	24.4	30.1	43.3	1.1	.02765
Education						
0-8 years	1.2	25.7	61.7	9.5	1.8	
9-12 years	9.0	19.5	18.7	43.5	9.3	
H.S. or G.E.D.	4.6	33.7	26.2	33.7	1.8	
Some College	3.8	24.8	27.6	35.9	7.8	
College Graduate	1.9	31.8	22.5	31.4	12.5	
Graduate School	7.2	23.5	21.8	36.8	10.7	.07592
Location						
Farm or Ranch	5.8	40.1	26.2	23.3	4.6	
Rural nonfarm	1.2	30.0	25.5	36.3	7.0	
Small town	10.8	34.5	27.3	25.7	1.7	
Town	6.1	19.8	27.5	38.7	7.9	
Small City	1.2	20.4	32.8	36.3	9.3	
City	4.8	24.3	23.9	38.8	8.2	
Metropolis	4.7	24.3	22.1	38.7	10.2	.12944
Occupation						
Farmer-Rancher	5.5	42.3	32.3	18.2	1.7	
Laborer	1.6	16.2	25.6	48.1	8.6	
SVC Workers	5.1	23.6	45.3	23.9	2.1	
Operatives	1.3	21.0	44.3	30.6	2.7	
Crafts-Foremen	3.8	22.3	21.5	45.8	6.6	
Clerical-Sales	4.7	25.7	29.5	35.5	4.5	
Manager	7.4	26.0	24.8	33.8	8.0	
Professional	2.6	27.8	16.8	39.7	13.2	.13127
Income						
Less than $10,000	7.8	28.3	37.4	22.8	3.7	
$10,000 - $19,999	4.4	30.4	22.5	36.9	5.8	
$20,000 - $29,999	3.1	25.8	21.5	42.5	7.1	
$30,000 - $39,999	1.3	26.9	28.0	32.4	11.4	
$40,000 and above	7.1	22.5	25.6	31.1	13.7	.12323

Figure 12

ALTERNATIVES FOR DEALING WITH DECLINING ENROLLMENT COLLEGES



FACULTY SALARIES

Faculty salaries have been an issue for the past few years. Respondents were asked to address four issues pertaining to the salaries paid college and university professors. Their responses will be presented in descending order of agreement.

Table 72: Salaries Comparable to Those in Other States

Residents generally agree (61.0%) that "faculty members should receive salaries equal to those received at comparable colleges and universities in other states." With the exception of those who had less than nine years of formal education (73.0%) agree), the more formal education held by respondents, the more favorable they are about faculty members receiving comparable salaries. For example, among those with nine to twelve years of school, less than half (41.7%) agree compared to over two-thirds (70.8%) of those who have attended graduate school.

Although we do not have data showing comparisons between salaries received by faculty at Colorado's institutions and those received at comparable institutions in other states, we are able to compare institutions to the rest of our region and to national averages. The Chronicle of Higher Education reported faculty salaries by academic rank and by region for the 1979-80 academic year.[21] Region 1 includes primarily Eastern states; Region 2, mostly Midwestern states; Region 3, generally the Northeast; and Region 4, the Southeast. Colorado is part of Region 2 along with New Mexico, Texas, Oklahoma, Nebraska, Iowa, Missouri, and Arkansas.

TABLE 72

"FACULTY MEMBERS SHOULD RECEIVE SALARIES EQUAL TO THOSE RECEIVED AT COMPARABLE COLLEGES AND UNIVERSITIES IN OTHER STATES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	14.4	46.6	19.3	18.2	1.4	
Sex						
Male	13.0	47.3	17.1	21.7	.9	
Female	15.7	45.9	21.4	15.0	1.9	-.04446
Age						
Under 25	16.0	57.9	18.0	8.0	.2	
25-39	18.5	40.1	20.1	19.5	1.7	
40-59	9.5	49.7	17.7	21.3	1.8	
60 and over	14.4	49.5	22.0	13.7	.4	.05928
Race						
White (Not Hispanic)	14.0	46.9	19.4	18.2	1.5	
Hispanic	14.5	39.1	27.5	18.0	.9	.04121
Education						
0-8 years	22.9	50.1	17.4	8.4	1.2	
9-12 years	11.7	30.0	37.0	21.1	.2	
H.S. or G.E.D.	7.4	48.3	23.1	19.1	2.2	
Some College	12.8	47.3	18.3	19.8	1.8	
College Graduate	10.3	55.6	13.7	19.1	1.3	
Graduate School	30.4	40.4	15.6	13.4	.1	-.16373
Location						
Farm or Ranch	8.6	46.1	25.3	19.8	.2	
Rural nonfarm	11.0	54.5	17.9	15.6	1.1	
Small town	15.1	45.5	24.8	13.7	.8	
Town	7.8	45.7	27.4	18.4	.7	
Small City	10.6	44.5	19.3	21.8	3.8	
City	23.6	44.7	11.8	19.2	.7	
Metropolis	17.0	46.0	18.2	18.4	.4	-.06551
Occupation						
Farmer-Rancher	2.1	46.1	30.8	20.8	.1	
Laborer	6.9	54.4	7.5	31.5	0	
SVC Workers	20.3	50.3	24.2	5.2	0	
Operatives	14.4	43.0	16.9	24.9	.8	
Crafts-Foremen	7.0	30.8	25.8	35.1	1.3	
Clerical-Sales	12.2	48.6	21.9	15.3	2.0	
Manager	15.9	55.4	8.9	18.7	1.2	
Professional	21.1	43.7	17.5	17.0	.6	-.14473
Income						
Less than $10,000	19.1	47.3	20.4	12.6	.6	
$10,000 - $19,999	13.5	46.1	19.0	19.3	2.0	
$20,000 - $29,999	10.7	46.1	20.8	21.8	.5	
$30,000 - $39,999	11.7	55.5	15.8	16.3	.6	
$40,000 and above	21.1	38.6	19.2	17.5	3.6	.02607

As can be seen from Table 73, the average salary paid all faculty members in the United States in 1979-80 was $23,254. When compared by region, Region 2 (Midwest) had the lowest salaries for all ranks except for "Full Professor," where it ranked third. When comparing Colorado institutions with those of the rest of the region, full professors ranked slightly below average; all others ranked above average. Similarly, when compared with national averages, Colorado faculty averaged slightly less at the full professor level and above average at all other ranks.[22]

Table 74: Salaries Comparable to Industry

A majority (60.8%) of those surveyed feel that "faculty in colleges and universities should receive the same salary as employees in private industry who have similar experience and skills." This is virtually the same percentage who felt that faculty salaries should be comparable to those at other institutions. Respondents differ only by race. Hispanics are much more favorable toward that policy (82.4%) than are Whites (59.5%).

Table 75: Faculty Paid at Inflation Rate

"Should salaries of college and university faculty be increased each year by at least the same rate as inflation?" A little less than half (45.3%) say "yes." When compared by sex, we find that female respondents are somewhat more favorable about this position (49.7%) than are males (40.9%). When compared by categories of income, those earning less than $10,000 are most supportive (62.4%), those earning between $30,000 and $40,000 least supportive (35.8%).

TABLE 73

HOW MUCH ARE PROFESSORS PAID

	REGION					
ACADEMIC RANK	Region/ Rank 1	Region/ Rank 2	Region/ Rank 3	Region/ Rank 4	Colorado	All Ranks
Professor	$28,100/4	$28,200/3	$30,500/1	$29,900/2	$28,124	$29,260
Asst. Professor	21,800/3	21,700/4	22,200/1	22,000/2	22,237	22,024
Assoc. Professor	18,200/1½	17,800/4	18,200/1½	18,000/3	18,756	18,044
Instructor	15,100/1	13,300/4	14,300/2	13,800/3	15,840	14,042
TOTAL AVERAGE						23,254

TABLE 74

"FACULTY IN COLLEGES AND UNIVERSITIES SHOULD RECEIVE THE SAME SALARY AS EMPLOYEES IN PRIVATE INDUSTRY WHO HAVE SIMILAR EXPERIENCE AND SKILLS"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	13.7	47.1	18.3	17.5	3.4	
Sex						
Male	12.3	49.2	13.7	20.9	3.9	
Female	15.0	45.3	22.4	14.5	2.8	-.03756
Age						
Under 25	16.3	44.5	18.1	16.5	4.5	
25-39	17.8	45.9	14.0	19.1	3.3	
40-59	10.0	50.4	20.7	17.1	1.9	
60 and over	10.0	44.4	24.1	15.0	6.5	.07873
Race						
White (Not Hispanic)	13.9	45.6	19.3	18.0	3.2	
Hispanic	6.4	76.0	6.9	10.7	0	-.15078
Education						
0-8 years	7.9	41.9	26.9	23.2	0	
9-12 years	17.9	44.2	19.7	10.4	7.8	
H.S. or G.E.D.	14.4	49.5	23.6	11.7	.7	
Some College	13.5	51.9	16.6	14.0	3.9	
College Graduate	10.9	47.9	6.6	32.7	2.0	
Graduate School	15.0	35.0	23.5	21.1	5.4	.09590
Location						
Farm or Ranch	13.6	44.9	24.6	16.1	.9	
Rural nonfarm	9.0	51.6	18.8	16.9	3.7	
Small town	15.0	48.5	16.2	19.5	.8	
Town	10.0	42.0	17.7	29.6	.6	
Small City	12.4	46.9	18.5	17.9	4.3	
City	19.7	46.8	17.5	14.2	1.9	
Metropolis	14.2	47.4	16.7	15.5	6.3	-.02263
Occupation						
Farmer-Rancher	8.1	52.4	27.3	11.4	.8	
Laborer	8.1	50.9	12.0	27.3	1.7	
SVC Workers	29.2	46.2	11.0	13.1	.6	
Operatives	5.7	60.4	13.2	19.8	.8	
Crafts-Foremen	8.1	55.3	9.6	20.3	6.7	
Clerical-Sales	7.4	55.6	19.2	15.6	2.2	
Manager	22.2	33.5	18.2	21.4	4.7	
Professional	16.4	43.8	18.3	19.4	2.0	.00729
Income						
Less than $10,000	14.7	46.9	16.9	17.4	4.0	
$10,000 - $19,999	14.6	46.4	17.4	19.3	2.3	
$20,000 - $29,999	13.1	46.6	19.5	20.4	.5	
$30,000 - $39,999	11.0	50.4	13.4	18.5	6.8	
$40,000 and above	14.6	46.8	24.3	7.2	7.1	.00770

TABLE 75

"SALARIES OF COLLEGE AND UNIVERSITY FACULTY SHOULD BE INCREASED EACH YEAR BY AT LEAST THE SAME RATE AS INFLATION"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	11.0	34.3	26.0	23.4	5.3	
Sex						
Male	7.4	33.0	23.7	29.5	6.4	
Female	14.2	35.5	28.1	17.8	4.4	-.15921
Age						
Under 25	8.4	37.8	30.5	13.5	9.8	
25-39	12.0	35.1	22.7	24.6	5.6	
40-59	9.9	33.5	29.2	23.3	4.0	
60 and over	12.5	31.6	24.3	26.8	4.8	.01657
Race						
White (Not Hispanic)	10.7	33.6	26.3	24.1	5.3	
Hispanic	6.0	50.2	29.1	13.6	1.1	-.13750
Education						
0-8 years	21.3	32.6	30.3	13.0	2.8	
9-12 years	3.8	23.9	42.8	20.1	9.4	
H.S. or G.E.D.	9.8	40.8	22.6	25.2	1.5	
Some College	10.3	38.0	29.0	16.5	6.2	.03048
College Graduate	5.2	24.9	18.7	45.8	5.3	
Graduate School	20.2	30.3	23.2	19.3	7.1	
Location						
Farm or Ranch	4.1	24.0	35.2	27.1	9.6	
Rural nonfarm	7.8	30.7	26.5	26.2	8.8	
Small town	8.2	42.3	17.5	27.0	4.9	
Town	6.6	42.2	31.8	16.2	3.2	
Small City	8.1	38.3	21.0	30.6	2.0	
City	12.2	38.2	22.6	21.7	5.2	
Metropolis	16.5	32.8	27.7	18.6	4.4	-.14720
Occupation						
Farmer-Rancher	.8	24.9	36.7	30.3	7.3	
Laborer	7.3	45.2	28.7	14.2	4.5	
SVC Workers	21.5	45.2	12.8	17.8	2.7	
Operatives	4.5	60.7	21.3	11.4	2.1	
Crafts-Foremen	6.5	25.3	29.5	35.2	3.6	
Clerical-Sales	8.8	35.5	34.0	17.6	4.1	
Manager	6.5	28.6	18.0	35.1	11.8	
Professional	16.1	36.3	21.3	22.7	3.6	-.06080
Income						
Less than $10,000	21.9	40.5	19.6	12.1	5.9	
$10,000 - $19,999	9.5	32.6	29.6	26.4	1.9	
$20,000 - $29,999	6.7	38.7	28.3	21.8	4.6	
$30,000 - $39,999	6.4	29.4	17.7	32.8	13.8	
$40,000 and above	14.2	26.5	29.8	24.6	4.9	.15335

There is general agreement that faculty salaries have not kept pace with inflation. The Department of Labor states that faculty salaries have not been keeping pace with either the "Consumer Price Index" nor with "wages and salaries to non-agricultural employees." In fact, the gap between faculty salaries and these two indicators has been increasing from 1973-74 to the present.[23] According to an Oklahoma State University study undertaken in 1979-80, "the average faculty member suffered a 13 percent loss of purchasing power between 1972-73 and 1978-79."[24]

Table 76: Continue $38,000 Salary Limit

Respondents were asked if "the legislature should continue to prohibit college and university personnel who receive a salary of $38,800 from receiving salary increases." Almost 40 percent (39.8%) agree. But there are some marked differences among those surveyed by age, race, occupation, and income. Older respondents tend to favor the state legislature's mandate more than do younger persons. About one-quarter of those under 25 years old agree (27.4%) compared to about half of those 60 and over (50.6%).

Similarly, Whites are almost three times more supportive (42.6%) than are Hispanics (14.4%). Farmers and ranchers are most supportive (63.9%). Laborers are least supportive (30.0%). Respondents earning less than $20,000 are more in favor of freezing salaries at $38,800 (48.3%) than are those earning $20,000 and above (32.6%).

As can be seen in Figure 13, Colorado citizens feel that faculty salaries should be maintained at levels equal to those received at comparable colleges and universities as well as in private industry among those with similar skills and experience. Likewise, Colorado residents feel that faculty salaries should keep up with at least the inflation rate. On the issue of the $38,800 salary freeze, respondents are mixed, with about equal numbers agreeing and disagreeing with the current freeze on salaries at that level.

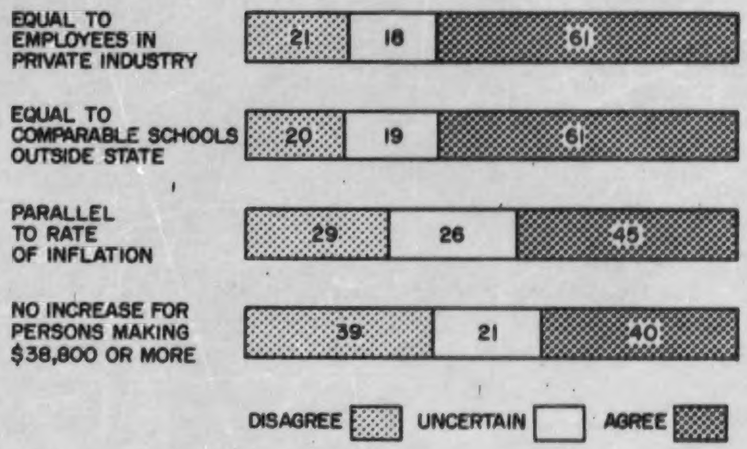
TABLE 76

"THE LEGISLATURE SHOULD CONTINUE TO PROHIBIT COLLEGE AND UNIVERSITY PERSONNEL WHO RECEIVE A SALARY OF $38,800 FROM RECEIVING SALARY INCREASES"

	Strongly Agree (Percent)	Agree (Percent)	Undecided (Percent)	Disagree (Percent)	Strongly Disagree (Percent)	Proportional Reduction In Error
TOTAL PERCENTAGES	18.1	21.7	21.4	30.9	7.9	
Sex						
Male	20.9	19.7	18.6	33.2	7.6	
Female	15.5	23.5	23.9	28.9	8.2	.01131
Age						
Under 25	8.3	19.1	27.6	38.7	6.2	
25-39	17.4	14.8	22.8	33.3	11.7	
40-59	18.5	28.7	20.4	26.6	5.8	
60 and over	25.1	25.5	15.8	29.9	3.7	-.18035
Race						
White (Not Hispanic)	19.4	23.2	21.8	28.1	7.5	
Hispanic	5.9	8.5	21.6	63.5	.4	.29970
Education						
0-8 years	57.2	23.7	15.5	2.4	1.1	
9-12 years	24.4	27.3	24.5	16.8	7.0	
H.S. or G.E.D.	17.6	21.5	21.1	35.2	4.5	
Some College	15.5	21.1	24.6	32.2	6.6	
College Graduate	13.3	20.4	16.8	35.7	13.7	
Graduate School	20.6	22.2	18.3	27.9	11.1	.10539
Location						
Farm or Ranch	25.3	29.3	22.7	21.3	1.3	
Rural nonfarm	9.5	27.1	21.7	35.7	6.1	
Small town	14.5	37.4	17.7	24.2	6.2	
Town	16.4	20.6	32.2	27.0	3.9	
Small City	23.0	16.1	21.9	34.4	4.6	
City	10.2	15.7	23.3	34.6	16.2	
Metropolis	21.7	17.9	18.5	33.3	8.6	.09575
Occupation						
Farmer-Rancher	30.7	33.2	21.1	14.6	.5	
Laborer	13.6	16.4	31.0	36.6	2.4	
SVC Workers	25.8	22.5	18.0	31.8	1.9	
Operatives	23.8	18.8	18.0	38.0	1.5	
Crafts-Foremen	20.3	26.1	24.7	21.9	7.1	
Clerical-Sales	15.2	20.1	25.8	29.7	9.1	
Manager	20.1	18.4	15.4	31.9	14.1	
Professional	14.6	21.3	20.4	34.2	9.5	.15205
Income						
Less than $10,000	27.9	20.5	18.5	26.6	6.5	
$10,000 - $19,999	20.6	28.0	21.9	23.1	6.4	
$20,000 - $29,999	16.1	19.4	24.7	33.2	6.6	
$30,000 - $39,999	10.4	16.0	20.8	48.7	4.1	
$40,000 and above	12.7	20.4	17.8	29.9	19.1	.19336

Figure 13

FACULTY SALARIES



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[1] Colorado Commission on Higher Education, "Student Financial Aid Initial Allocation of 1980-81, State-Funded Student Assistance," Agenda item at meeting of the Colorado Commission on Higher Education, May 2, 1980.

[2] *Ibid*.

[3] Colorado Commission on Higher Education, "Residency Requirements for Athletic Awards," Agenda item at meeting of Colorado Commission on Higher Education, July 11, 1980.

[4] Information provided by the Colorado Commission on Higher Education, August 1980.

[5] *Ibid*.

[6] Colorado Commission on Higher Education, "1980-81 Tuition Rates," Agenda item at meeting of the Colorado Commission on Higher Education, July 11, 1980.

[7] *Ibid*. The exceptions: "Non-residents attending Lamar Community College, Otero Junior College, Morgan Community College, and Trinidad State Junior College are charged 65% of the prior year's on-campus state operating costs at Trinidad."

[8] Communication with Dick Shubert, Division of Community Colleges, Denver, Colorado, August 1980.

[9] Communication with the Colorado Commission on Higher Education, August 1980.

[10] "Enrollments Expected to Rise at State Schools," *Fort Collins Coloradoan*, June 13, 1980, Section A, p. 1.

[11] "Appropriations to Universities Outpace Inflation in 41 States," *The Chronicle of Higher Education*, October 9, 1979, pp. 1, 6.

[12] *Ibid*., p. 1.

[13] Marilyn McCoy and D. Kent Halstead, *Higher Education in the Fifty States: Interstate Comparisons Fiscal Year 1976* (rev. ed.) (Washington, D. C.: U. S. Government Printing Office, September 1979), pp. 50-51.

[14] *Ibid*.

[15] *Ibid.*

[16] Study Predicts 'Golden Age' as College Enrollment Drops," *Rocky Mountain News*, January 24, 1980.

[17] Communication with the Colorado Commission on Higher Education, August 1980.

[18] Communication with the Colorado Commission on Higher Education, September 1980.

[19] State of Colorado General Assembly, 1980 "Long Bill," as quoted in "Student Financial Aid, Initial Allocation of 1980-81 State-Funded Student Assistance," Agenda item at meeting of the Colorado Commission on Higher Education, May 2, 1980.

[20] "Student Financial Aid, Initial Allocation of 1980-81 State-Funded Student Assistance," Agenda item at meeting of the Colorado Commission on Higher Education, May 2, 1980.

[21] "Regional Variations in Faculty Salaries," *The Chronicle of Higher Education*, April 14, 1980, pp. 9-10.

Some of the figures in the table are appropriate because they were taken from a graph. Also, figures given in the table exclude the health professions.

[22] *Ibid.*

[23] Department of Labor, Department of Commerce, National Center for Educational Statistics, and American Association of University Professors, Washington, D. C., June 1980. Reported in "Academic Salaries and Cost of Living," *The Chronicle of Higher Education*, June 30, 1980, p. 2.

[24] "Pay of Professors at 60 Universities Increases 5.3 Pct.," *The Chronicle of Higher Education*, April 14, 1980, p. 9.

CHAPTER V

SUMMARY AND CONCLUSIONS

GENERALIZATIONS

This chapter will present five generalizations resulting from the study. In general, Colorado citizens: 1) have a favorable attitude toward higher education; 2) support a broad definition of the mission of higher education; 3) favor state funding of higher education; 4) feel that faculty members' performance should be evaluated on the basis of teaching, research, and service to community and government, in that order; and 5) support salaries for faculty members at levels similar to those at colleges and universities in other states as well as the level of salaries of those with comparable experience and skills in private industry.

1. COLORADO CITIZENS HAVE A FAVORABLE ATTITUDE TOWARD HIGHER EDUCATION IN THE STATE

This generalization was arrived at by summarizing the responses to several questions. Most Colorado residents feel that colleges and universities in the state are doing a good job. Almost two-thirds (64.6%) give higher education above average marks, A's and B's, for the quality of work it is doing. Respondents were also asked to give public schools in their community a grade;[1] those polled don't rate the quality of K through 12 education as high as they rate higher education. Fewer than half (44.0%) give public schools in their own community a grade of "B" or better.

Another indication of Coloradoans' general support for higher education is their attitude toward the need for financial support of colleges and universities. More than half (53.2%) of the respondents feel that higher education should receive a higher funding priority than it presently receives in the state legislature. Only about 15 percent (15.7%) disagree with that position. Similarly, when ranked with 14 other program areas, over half (55.0%) of the respondents feel that the state legislature should give higher education either first or second priority. Higher education is tied for sixth position among the fifteen programs.

A third indication of how Colorado residents value higher education is its perceived importance for today's youth, for themselves, and for their families. Eighty-two percent say a college education is important for today's youth; three-fourths feel that it either has been or will be important for their children; and over sixty percent (60.8%) say it either has been or will be important for themselves.

We conclude that higher education is valued highly by Colorado citizens. This is substantiated by its above-average ratings, the high level of support for its funding, and its perceived importance for today's youth, for the respondents themselves, and for their families.

2. COLORADO RESIDENTS SUPPORT A BRAOD DEFINITION OF THE MISSION OF HIGHER EDUCATION

We asked Colorado citizens what they expect colleges and universities in the state to provide for its residents. No single mission was identified. Rather, higher education is expected to be very diversified in what it provides.

What should colleges and universities provide? First, to students in the classroom they should provide the opportunity for both a liberal education (82.4%) and adequate occupational preparation (97.7%). Second, they should provide research, especially that which is directly relevant to Colorado's problems (84.4%). Third, higher education should provide service to local communities and state governments through direct technical assistance (68.8%). These three expectations received further support when residents were asked about criteria which should be used to evaluate faculty performance. The reply was: classroom teaching, research, and service. Faculty evaluation will be discussed further under generalization #3.

Not only do Colorado citizens expect higher education to provide a broad range of services, but they also expect a wide range of clientele to be served. Residents feel the traditional student should be served--the young, full-time student seeking a degree, and who lives on or near a college or university campus. In addition, respondents expect attention to be given to the needs of the non-traditional students who are older, part-time, not necessarily seeking a degree, and who may not live near a college or university. For example, almost nine out of ten residents would like educational opportunities provided to adults (88.3%). Likewise, a large majority favor higher education offering both credit and non-credit courses through outreach programs (75.4%). In addition, more than two-thirds of those surveyed reject the idea that colleges and universities should provide credit-producing courses only (68.4%).

These latter kinds of expectations, if accepted and implemented, would go a long way toward accommodating the non-traditional student, predicted to invage higher education in larger and larger numbers in the next two decades.[2] The non-traditional student has normally been out of high school for several years, has been employed full-time, and wishes to take classes, often not for credit, and near his/her home or place of work. Also included in this category are older women who have not been previously employed but who now want to return to school to prepare for a career.

3. COLORADOANS FEEL THAT TEACHING, RESEARCH AND PUBLICATIONS, AND SERVICE TO COMMUNITY AND GOVERNMENT ARE APPROPRIATE CRITERIA TO USE FOR EVALUATING FACULTY PERFORMANCE

Respondents feel that teaching, research, and service should be used to evaluate the performance of college and university faculty, and in that order. More residents support teaching activities (i.e., quality of teaching, student advising, and hours in class) as appropriate criteria for evaluating faculty performance than support any other criterion. Research and publications are the second most frequently mentioned criteria, and public service and service to industry are third. This ranking was supported for all types of institutions, community colleges as well as four-year colleges and universities. A difference appeared among institutions, however, in the frequency with which research and publications were mentioned. More respondents felt research was an appropriate criterion at four-year institutions (65.7%) than at community colleges (54.8%).

4. COLORADO CITIZENS SUPPORT STATE FUNDING OF HIGHER EDUCATION

Respondents were asked almost as many questions pertaining to different aspects of financing higher education as were asked about all of the other areas combined. We indicated earlier that more than half of the residents surveyed feel that higher education should receive a higher funding priority than it currently receives in the state legislature. Likewise, respondents rank higher education sixth among 15 state programs on the priority they feel the legislature should give to funding these programs.

Support for state funding of higher education is revealed in other ways. Coloradoans were asked questions about the extent to which the state should share in the cost of a student's education, the distribution of funding for different types of institutions, the seven percent increase in the spending limit, and the problems of financing declining enrollment colleges.

Several questions were asked about the relative distribution of costs between students and the public. A majority of respondents feel that the state has a financial obligation to students who attend college. Fewer than a quarter (24.6%) feel that students should pay the full cost of their education. Respondents are split on the issue of whether persons in adult and continuing education classes should pay the full cost of their schooling, with 46.7 percent agreeing and 31.3 percent disagreeing. Two-thirds of those surveyed feel that local taxes should be used, in part, to support community colleges.

Residents were asked about the relative distribution of funding among different types of institutions. By and large they reject any policy which would increase the funding at one type of institution--community college, four-year college, and university--if such policy would result in a decrease at other institutions. At the same time there is a recognition that the amount of support going to each type of school will not be the same. A majority of those surveyed disagree that all colleges and universities should be expected to operate on the same cost per student basis. Such a response appears to indicate that respondents realize that educational programs differ in cost at the various colleges and universities within the state.

Respondents were asked what they thought about the seven percent limit on increase in spending as it related to higher education. They overwhelmingly oppose increasing the seven percent limit if it means increasing taxes, nor do they favor cutting back on the spending increase limit if it means eliminating very many programs. There is only 8.0 and 4.9 percent agreement with these policies, respectively. Instead, those surveyed are split between supporting either an increase in the existing seven percent limit if it means no new taxes (45.6%) or holding to the seven percent spending increase limit and reducing and eliminating some programs (41.5%).

Those who selected the latter option (maintaining the limit and reducing programs) were asked what alternatives they would favor to deal with the resulting financial constraints which would be incurred if that option were implemented. Acceptable alternatives include cutting back on selected programs at major universities (61.2%), consolidating selected college campuses (58.8%), and making some campus facilities available for non-educational use (54.8%). Alternatives which are not acceptable to a majority of Coloradoans include increasing the number of students per class (33.5%), closing selected college campuses (27.5%), and reducing the number of students who could attend the state universities (26.8%).

Finally, colleges with declining enrollments pose financial problems for the state. Respondents were asked for their views about acceptable ways for coping with these problems. The reader will note that several of the solutions advanced for coping with the problem of declining student enrollments in some of Colorado's colleges are the same ones which are suggested to cope with the fiscal constraints posed by maintaining the seven percent limit. However, in this case we queried all respondents, not just the 41.5 percent who chose option 3 of the spending limit.

There appears to be considerable support for maintaining colleges that are experiencing a decline in enrollments. The most acceptable alternative to respondents is that all credits received for academic courses at any given Colorado college or university should be transferable to any other institution (89.7%). The next most favorable alternative is to maintain enrollment limits at major universities to encourage students to attend smaller colleges (58.4%). Moderate support appeared for transferring established programs from high enrollment institutions to those with declining enrollments (44.8%). There is less support for any of the other alternatives, including increasing financial aid to students at declining enrollment colleges (33.1%), converting declining enrollment colleges to non-educational purposes (26.7%), or closing them (17.4%). Almost two-thirds (63.3%) of the respondents feel that maintaining the quality of life of smaller communities should be an important reason to keep colleges in these communities.

We conclude from the responses of those surveyed that Coloradoans feel the state has a definite role in the financial support of both students and the colleges and universities which they attend. On the problem of declining enrollment colleges, the general feeling is that schools which are experiencing a decline in student numbers should not be closed.

5. RESIDENTS OF COLORADO SHOULD BE ABLE TO ATTEND THE COLLEGE OF THEIR CHOICE

Respondents feel very strongly that Colorado residents who are academically qualified should be able to attend the college of their choice (96.0%) and that they should be able to attend an institution near their own homes (84.9%). Furthermore, respondents feel that low-income residents should be given financial help to attend college (73.2%). When asked about state-funded scholarships, more than half of those surveyed believe that they should be made available to students in the creative and performing arts (52.9%). However, respondents are split on whether students should receive scholarships on the basis of their scholastic ability when no financial need exists (41.4% agree and 44.6% disagree).

Coloradoans were asked about state funds for the support of competitive athletic programs and the awarding of scholarships to student athletes. Fewer than a third (28.5%) of the respondents support the using of state funds for competitive athletic programs. Furthermore, they feel state funds should be limited to Colorado residents (65.9%).

6. FACULTY SALARIES SHOULD BE MAINTAINED AT LEVELS EQUAL TO THOSE IN OTHER COMPARABLE COLLEGES AND UNIVERSITIES AND ON A PAR WITH THOSE IN PRIVATE INDUSTRY WHO HAVE SIMILAR EXPERIENCE AND SKILLS

A majority of those surveyed feel that faculty members should receive salaries equal to those received at comparable institutions in other states (61.0%) and equal to employees in industry who have similar experience and skills (60.8%). Likewise, a plurality of respondents (45.3%) feel that faculty salaries should be increased each year by at least the same rate as inflation.

When asked whether the legislature should continue to prohibit college and university personnel who receive a salary of $38,800 from receiving salary increases, the respondents were split, with 39.8 percent agreeing and 38.8 percent disagreeing.

LIMITATIONS OF THE STUDY

The present study has at least three possible limitations that should be recognized in interpreting these conclusions. In each of these cases, however, everything possible was done to mitigate that limitation.

The first limitation has to do with the sampling frame. We wanted to be able to make our findings a general sampling of the adult population of Colorado 18 years old and above. However, there is no list of such persons available. We settled for a list of Colorado residents 18 years old and above who obtained their driver's license in the state. Although there are some categories of persons who undoubtedly are not represented or who are under represented (e.g., Colorado residents who obtain their driver's license in another state), the use of driver's license lists appeared to approximate a general sample of the adult population better than any other available list.

A second limitation is associated with the use of a mailed questionnaire for gathering information. Those persons with less formal education and lower status occupations tend to respond to such questionnaires less frequently than do those with more education and higher status occupations. We attempted to counter this limitation, however, by presenting cross-tabulations by education and occupation. In this way we were able to see whether persons of differing educational and occupational backgrounds responded to the questions differently. Differences among respondents in these categories were reported in Chapters 3 and 4.

A final limitation, which is troublesome for all research endeavors, is the possible non-response bias. That is, would those persons who did not return questionnaires respond in the same way as did those who did return them? We attempted with our limited time and resources to ascertain whether a non-response bias might be operating in our study. We compared the results of those who responded to our first mailing (1,400) with those who responded as a result of our second mailing (400). Our reasoning here was that the first wave of respondents had minimal encouragement, while the second wave responded only after mailing them another questionnaire and different cover letter. Our assumption was that if we found minimal differences in responses between the two sets of respondents, we could also expect minimal differences between those who had responded already and future responses which we would obtain through additional follow-ups. The result: We found that the responses to our first and second mailings were almost identical. Therefore, we concluded that minimal non-response bias was operating.

CONCLUDING REMARKS

The current study reveals that Coloradoans support higher education in the state. They feel that colleges and universities are doing an above-average job and should continue to receive state monies to support students and the institutions they attend.

Residents favor a rather diverse mission for higher education, including (1) both degree and non-degree programs; (2) on- or off-campus courses; (3) teaching, research, and service functions; and (4) preparation for a career as well as broad scholarly training. In addition, Coloradoans support a diverse educational system which serves a wide variety of students--(1) young and old, (2) part-time and full-time students, and (3) men and women.

On the question of access, respondents feel that residents should be able to attend colleges and universities of their choice and that they should have the opportunity to attend one fairly close to home. In addition, low income residents should be given financial help if they cannot afford to attend college.

A large sample of Coloradoans have provided their views about higher education as we enter the decade of the 80's. We hope their opinions provide a useful source of information on public preferences for educators and public policy makers as they attempt to make policy decisions which will affect the future of higher education in Colorado.

[1] Data on responses about K-12 were not reported earlier in this report. They are available on request.

[2] "Study Predicts 'Golden Age' as College Enrollment Drops," Rocky Mountain News, January 24, 1980.

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[8] Communication with Dick Shubert, Division of Community Colleges, Denver, Colorado, August 1980.

[15] Communication with staff, Colorado Commission on Higher Education, August 1980.

Appendix A

Department of Sociology

Colorado State University
Fort Collins, Colorado
80523

The state legislature is currently discussing various alternatives for higher education in Colorado. Among the choices they must make are those that relate to the funding, the location, the mission, and faculty salaries and performance in colleges and universities throughout the state. Administrators of public colleges and universities also are preparing plans for the future needs of higher education in our state. At present, there is no state-wide information about what the public wants for higher education in Colorado.

You are one of a small number of people who are being asked to give their opinion on these matters. Your name was drawn in a random sample of the entire state. In order that the results will truly represent the thinking of the people of Colorado, it is important that each questionnaire be completed and returned.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off of the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

The results of this research will be made available to officials and representatives of our state's government, to administrators of higher education, and to all interested citizens. You may receive a summary of results by writing "copy of results requested" on the back of the return envelope, and printing your name and address below it. Please do not put this information on the questionnaire itself.

I would be most happy to answer any questions you might have. Please write or call. The telephone number is (303) 491-6044.

Thank you for your assistance.

Sincerely,

John R. Brouillette
Project Co-Director

JRB:hf

Appendix B

Higher Education in Colorado

The Citizens' Viewpoint

A State-Wide Survey Of
Colorado Residents

The Department of Sociology
Colorado State University
Fort Collins, Colorado 80523

We would like to know your attitudes and opinions about higher education in Colorado. By higher education, we mean all universities, four-year colleges, and two-year community colleges in the state.

ID:1-5

Q-1 First, we would like to ask your opinion about higher education in general. *(After each of the statements presented below, please indicate whether you STRONGLY AGREE (SA), AGREE (A), are UNCERTAIN (U), DISAGREE (D), or STRONGLY DISAGREE (SD).)*

	Extent of your agreement *(Please circle your answer)*					
	1				5	
A college education is important for today's youth	SA	A	U	D	SD	6
A college education has been or will be important for myself.	SA	A	U	D	SD	
A college education has been or will be important for my children	SA	A	U	D	SD	
All of my family members who wanted to attend college in Colorado were able to do so . . .	SA	A	U	D	SD	

Q-2 Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose that colleges and universities in Colorado were graded in the same way. What grade would you give Colorado's colleges and universities--A, B, C, D, or FAIL? *(Please circle the number of your answer.)*

1 A
2 B
3 C 10
4 D
5 FAIL

Q-3 Next, we would like to ask your opinion about who should be allowed to go to college and what financial help, if any, each student should receive. *(Please indicate the extent of your agreement with each of the following statements.)*

	Extent of your agreement *(Please circle your answer)*					
	1				5	
Residents of Colorado who are academically qualified should be able to attend the college of their choice	SA	A	U	D	SD	
Colorado residents should be able to attend a college in either their own or in a neighboring community	SA	A	U	D	SD	
Low income residents of Colorado should be given financial help if they cannot afford to attend college.	SA	A	U	D	SD	13

Extent of your agreement
(Please circle your answer)

Scholarships from state funds should be provided to students because of their scholastic ability even when no financial need exists . . . . SA (1) A U D SD (5) 14

Scholarships from state funds should be provided to students in the creative and performing arts . . . . SA A U D SD

Q-4 The financing of higher education in Colorado is presently being discussed in the state legislature. We would like to know how you feel about some of the choices being discussed.

Extent of your agreement
(Please circle your answer)

Higher education should receive a higher funding priority than it presently receives in the state legislature . . . . SA A U D SD 16

Persons enrolled in adult and continuing education courses should pay the full cost of their education. . . . . SA A U D SD

A larger emphasis on funding of higher education should be placed on universities than on two- and four-year colleges . . . . SA A U D SD

All colleges and universities should be expected to operate on the same cost per student basis. . . . . SA A U D SD

State funding should be increased for community colleges and decreased at four-year colleges and universities . . . . SA A U D SD

Students should pay the full cost of their education at colleges and universities. . . . . SA A U D SD

Local taxes should be used, in part, to support community colleges . . . . SA A U D SD

Competitive athletic programs in colleges and universities should receive state funds . . . . SA A U D SD

Athletic scholarships provided by state funds should be limited to Colorado residents . . . . SA A U D SD 24

Q-5 The following have been suggested as ways to judge faculty members' performance at colleges and universities. *(For each of the following items, would you please indicate whether or not it should be used to judge faculty performance at community colleges and at four-year colleges and universities in Colorado.)*

	(Please circle your answer)				
	COMMUNITY COLLEGES		FOUR-YEAR COLLEGES AND UNIVERSITIES		
	1	2	1	2	
Number of hours in the classroom.	YES	NO	YES	NO	25
Quality of classroom teaching	YES	NO	YES	NO	
Service to business and industry.	YES	NO	YES	NO	
Service to local communities and state government.	YES	NO	YES	NO	
Number of hours advising students	YES	NO	YES	NO	
Research and publications	YES	NO	YES	NO	

Q-6 Which of the following services should higher education in Colorado provide to its residents? *(For each of the following items, please indicate the extent of your agreement.)*

	Extent of your agreement *(Please circle your answer)*					
	1				5	
Produce well-trained scholars	SA	A	U	D	SD	31
Produce persons who are well-prepared for an occupation.	SA	A	U	D	SD	
Provide direct technical assistance to local communities and state governments	SA	A	U	D	SD	
Provide research that has direct relevance to Colorado's problems.	SA	A	U	D	SD	
Provide educational opportunities for the adult population of the state	SA	A	U	D	SD	
Conduct international research that relates to the problems of developing countries	SA	A	U	D	SD	
Provide both credit and non-credit offerings for Colorado citizens through outreach programs . .	SA	A	U	D	SD	
Offer credit-producing courses only	SA	A	U	D	SD	38

Q-7 Declining enrollment has been a problem at some colleges in the state. Some of the following alternatives have been suggested as ways of coping with this problem. *(Please indicate the extent of your agreement with each item.)*

Extent of your agreement
(Please circle your answer)

	1				5	
Close declining enrollment colleges	SA	A	U	D	SD	39
Maintain enrollment limits at major universities to encourage students to attend smaller colleges.	SA	A	U	D	SD	
Increase financial aid to students at declining enrollment colleges	SA	A	U	D	SD	
Transfer established programs from high enrollment institutions to those with declining enrollments.	SA	A	U	D	SD	
Convert declining enrollment colleges to non-educational purposes (e.g., health care, public service, cultural center, etc.).	SA	A	U	D	SD	

Q-8 Next, we would like to ask your opinion about several other issues which relate to declining enrollment colleges. *(For each one, please indicate the extent of your agreement.)*

Extent of your agreement
(Please circle your answer)

All credits received for academic courses at any given Colorado college or university should be transferable to any other academic institution.	SA	A	U	D	SD	44
Transferring established programs from universities to declining enrollment colleges would reduce the quality of higher education in the state	SA	A	U	D	SD	
Colleges experiencing a major decline in enrollment should be maintained even if it means limiting the number of students who can attend major universities	SA	A	U	D	SD	
Maintaining colleges in small communities serves the needs of community or rural development more than it does the needs of higher education	SA	A	U	D	SD	
Maintaining the quality of life of smaller communities should be an important reason to keep colleges in these communities	SA	A	U	D	SD	48

Q-9 In 1977, an annual seven percent increase in the spending limit was established by the state legislature to place a limit on public spending. Given the present rate of inflation (about 15%) and its effect on higher education, which one of the following options would you favor most? *(Please circle the number of your answer.)*

1 Increase the spending limit by more than 7 percent and increase taxes 49

2 Increase the spending limit by more than 7 percent provided no new taxes are required

3 Continue the 7 percent limit and reduce and eliminate some programs

4 Cut back the limit to less than 7 percent and eliminate more programs

Q-10 IF YOU CIRCLED NUMBER 3 ABOVE, which of the following choices would you support? *(Circle one)*

	1		3	
Consolidate selected college campuses. .	YES	NO	UNCERTAIN	50
Close selected college campuses.	YES	NO	UNCERTAIN	
Make some campus facilities available for non-educational use (e.g., private business, nursing homes, etc.)	YES	NO	UNCERTAIN	
Increase the number of students per class.	YES	NO	UNCERTAIN	
Cut back on selected programs at major universities.	YES	NO	UNCERTAIN	
Reduce the number of students who could attend the state universities. . .	YES	NO	UNCERTAIN	55

Other, please specify ______________________________ 56

Q-11 Faculty salaries have been an issue for the past few years. The state legislature prohibits college and university personnel who currently earn $38,800 or more from receiving salary increases. *(Would you please indicate the extent of your agreement with each of the following statements.)*

	Extent of your agreement *(Please circle your answer)*					
	1				5	
The legislature should continue to prohibit college and university personnel who receive a salary of $38,800 from receiving salary increases	SA	A	U	D	SD	57
Faculty in colleges and universities should receive the same salary as employees in private industry who have similar experience and skills	SA	A	U	D	SD	
Faculty members should receive salaries equal to those received at comparable colleges and universities in other states.	SA	A	U	D	SD	
Salaries of college and university faculty should be increased each year by at least the same rate as inflation	SA	A	U	D	SD	

Q-12 The state legislature is required to make decisions about how much money to spend on various state programs. What priority do you think the legislature should give each of the following? *(Please circle the appropriate number below.)*

	Degree of priority legislature should give *(Please circle your answer)*					
	HIGHEST PRIORITY				LOWEST PRIORITY	
Energy conservation.	1	2	3	4	5	61
Health and medical care.	1	2	3	4	5	
Recreation	1	2	3	4	5	
Energy development	1	2	3	4	5	
Housing.	1	2	3	4	5	
Employment	1	2	3	4	5	
Aging.	1	2	3	4	5	67

	Degree of priority legislature should give *(Please circle your answer)* HIGHEST PRIORITY				LOWEST PRIORITY	
Transportation	1	2	3	4	5	68
Rural economic development	1	2	3	4	5	
Higher education	1	2	3	4	5	
Poverty	1	2	3	4	5	
Land use planning	1	2	3	4	5	
Crime prevention	1	2	3	4	5	
State prison system	1	2	3	4	5	
Environmental quality	1	2	3	4	5	

Q-13 Public education (Kindergarten - 12th grade) receives a large percentage of the state funds spent on education in the state. We would like to know your attitudes toward the public schools in your own school district. *(Please indicate the extent of your agreement with each of the following items.)*

	Extent of your agreement *(Please circle your answer)*					
The cost of education in our local school district is too high	SA	A	U	D	SD	76
Our local high school graduates are well prepared for either college or a good job	SA	A	U	D	SD	
Our school district officials should stay within the 7 percent spending increase limit even if it means cutting back on local school programs	SA	A	U	D	SD	

Q-14 Suppose the public schools in your community were to be graded--A, B, C, D or FAIL. What grade would you give them? *(Please circle the number of your answer.)*

1 A
2 B
3 C
4 D
5 FAIL

79

Q-15 Inflation affects state government programs in a major way. We would like to know how inflation has affected your life. *(Please indicate the extent of your agreement with each of the following statements.)* ID:1-5

Extent of your agreement
(Please circle your answer)

	1				5	
In the past couple years, increases in my take-home pay have kept up with the inflation rate.	SA	A	U	D	SD	6
I have not been able to make some of the major purchases/expenditures I had planned to make during the past few years.	SA	A	U	D	SD	
Inflation has not adversely affected my life-style over the past few years	SA	A	U	D	SD	
The current inflation rate has had a negative effect on our local government services	SA	A	U	D	SD	

Q-16 Changes in higher education in Colorado will be affected in a major way over the next 10 years by growth in Colorado's population. Now we would like to ask you a few question about your feelings concerning growth. *(Please indicate the extent of your agreement for each of the following statements.)*

Extent of your agreement
(Please circle your answer)

Looking at the current trends and changes in our state, I am optimistic about our future.	SA	A	U	D	SD	10
The state government should play a major role in planning for future growth	SA	A	U	D	SD	
Business and industry should be allowed to locate and expand wherever they want.	SA	A	U	D	SD	
Each local community should have the power to determine its own future.	SA	A	U	D	SD	
The state government should encourage regional planning efforts among local governments to deal with future growth in Colorado.	SA	A	U	D	SD	
There is nothing that anyone can do about the direction of growth in Colorado either now or in the future	SA	A	U	D	SD	15

Finally, we would like to ask some questions about yourself for the statistical analysis. All information is confidential and will not be identified with your name.

Q-1 What is your sex? *(circle one)*

1 MALE 16
2 FEMALE

Q-2 How old are you?

__________ YEARS OLD 17,18

Q-3 What is your marital status?

1 NEVER MARRIED 19
2 MARRIED
3 DIVORCED
4 WIDOWED
5 SEPARATED

Q-4 Where do you now live? 20

1 ON A FARM OR RANCH
2 RURAL BUT NOT ON A FARM
3 SMALL TOWN (UNDER 2,500)
4 TOWN (2,500 TO 10,000)
5 SMALL CITY (10,000 TO 50,000)
6 CITY (50,000 TO 100,000)
7 METROPOLIS (OVER 100,000)

Q-5 In what county do you now live? 21, 22

_________________ COUNTY

Q-6 How many years have you lived in Colorado? 23, 24

_________________ YEARS

Q-7 How many years have you lived in this community? 25, 26

_________________ YEARS

Q-8 Do you own or rent your own home?

1 OWN 27
2 RENT

Q-9 Have either your spouse or children attended college?

1 YES 28
2 NO

IF YES: Did any of them attend Colorado colleges? 29

1 YES
2 NO

Q-10 Did you attend (or are you now attending) college? 30

1 YES
2 NO

IF YES: Was (is) this college in Colorado? 31

1 YES
2 NO

Q-11 Approximately how many miles do you live from the closest college or university?

________ MILES 32-34

Q-12 What is your race/ethnic background? 35

1 WHITE, NOT OF HISPANIC ORIGIN
2 HISPANIC
3 BLACK
4 AMERICAN INDIAN OR ALASKAN NATIVE
5 ASIAN OR PACIFIC ISLANDER
6 OTHER, PLEASE SPECIFY ___________

____

Q-13 Please answer these questions for yourself and your spouse, if you have one.

YOURSELF	SPOUSE
Are you: 36	Is this person: 37
1 EMPLOYED FULL-TIME	1 EMPLOYED FULL-TIME
2 EMPLOYED PART-TIME	2 EMPLOYED PART-TIME
3 NOT EMPLOYED OUTSIDE THE HOME	3 NOT EMPLOYED OUTSIDE THE HOME
4 FULL-TIME STUDENT	4 FULL-TIME STUDENT
5 RETIRED	5 RETIRED

. . . .

Q-14 Your usual occupation when employed (or before retirement)	His/her occupation when employed (or before retirement)
____________________ TITLE 38-39	____________________ TITLE 44-45
____________________ KIND OF WORK 40-41	____________________ KIND OF WORK 46-47
____________________ COMPANY OR BUSINESS 42-43	____________________ COMPANY OR BUSINESS 48-49

. . . .

Q-15 (IF EMPLOYED), About how many miles is it to work from your home?

____________________ MILES 50-52	____________________ MILES 53-55

. . . .

Q-16 The highest level of education you have completed: 56	His/her highest level of education completed: 57
1 NO FORMAL EDUCATION	1 NO FORMAL EDUCATION
2 GRADE SCHOOL	2 GRADE SCHOOL
3 SOME HIGH SCHOOL	3 SOME HIGH SCHOOL
4 HIGH SCHOOL GRADUATE	4 HIGH SCHOOL GRADUATE
5 TRADE SCHOOL	5 TRADE SCHOOL
6 SOME COLLEGE	6 SOME COLLEGE
7 COLLEGE GRADUATE	7 COLLEGE GRADUATE
8 SOME GRADUATE WORK	8 SOME GRADUATE WORK
9 A GRADUATE DEGREE	9 A GRADUATE DEGREE

Q-17 Finally, which of these broad categories describes your total family income before taxes, in 1979? *(circle one)* 58

1 LESS THAN $5,000
2 $5,000 TO $9,999
3 $10,000 TO $14,999
4 $15,000 TO $19,999
5 $20,000 TO $24,999
6 $25,000 TO $29,999
7 $30,000 TO $39,999
8 $40,000 TO $49,000
9 $50,000 OR MORE

Q-18 In the past two years, have either you or your family had any of the following types of contact with any colleges and/or universities in Colorado?

(Please circle your answer)

	1	2	
Took a course for academic credit.	YES	NO	59
Took a course for non-credit (on campus)	YES	NO	
Took a course for non-credit (not on campus)	YES	NO	
Attended a short course or conference.	YES	NO	
Took a cooperative extension course.	YES	NO	
Enrolled in a degree granting program.	YES	NO	64

IF ENROLLED IN A DEGREE GRANTING PROGRAM IN THE PAST TWO YEARS, please indicate the name of the college or university.

______________________________ 65-66

Is there anything else you would like to tell us about your attitudes toward higher education in Colorado? Please use the space below or write your comments in a separate letter. 67-68

Your contribution to this effort is greatly appreciated. If you would like a summary of results, please print your name and address on the back of the return envelope (NCT on this questionnaire). We will see that you get it.

Appendix C

January 8, 1979

Last week a questionnaire seeking your opinion about higher education in Colorado was mailed to you. Your name was drawn in a random sample of residents in Colorado.

If you have already completed and returned it to us please accept our sincere thanks. If not, please do so today. Because it has been sent to only a small, but representative sample of Colorado residents it is extremely important that yours also be included in the study if the results are to accurately represent the opinions of Colorado residents.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me right now, collect(303-491-6044) and I will get another one in the mail to you today

Sincerely,

David L. Rogers

David L. Rogers
Project Co-Director

Appendix D

Department of Sociology

Colorado State University
Fort Collins, Colorado
80523

January 30, 1980

Dear Colorado Citizen:

About three weeks ago I wrote to you seeking your opinion about higher education in Colorado. As of today we have not yet received your completed questionnaire. If you have already sent it, please accept our thanks for your help.

We have undertaken this study because of our belief that citizen opinions should be taken into account in the formation of public policies about higher education in the state.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. Your name was drawn through a scientific sampling process in which everyone 18 years old and over holding a valid Colorado driver's license had an equal chance of being selected. This means that only about one out of every 500 licensed drivers are being asked to complete this questionnaire.

As was mentioned in our last letter, the results of this research will be made available to officials and representatives of our state's government, to administrators of higher education, and to all interested citizens.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Cordially,

John R. Brouillette
Project Co-director

"END OF DOCUMENT"

JRB:hf